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ABSTRACT

Intended to facilitate a broader emphasis on creative writing in American high school English classes, this manual offers a number of writing laboratory exercises. The exercises are divided into five categories: (1) library skills, including reference book know how, and using the parts of books; (2) critical reading skills, including distinguishing between fact and opinion, analyzing the short story, identifying cause and effect, identifying author's point of view, detecting bias, evaluating persuasive communications, understanding the main idea and making inferences, and assessing freedom of the press; (3) research skills, including identifying a research topic, preparing a working bibliography, formulating a thesis, preparing a preliminary outline, reading and taking notes, writing footnotes, and writing the informal research paper; (4) composition skills, including fundamentals of grammar, writing topical sentences, writing concise sentences and well organized paragraphs, developing comprehensive essays, and developing creative writing; and (5) practical writing skills, including business and personal correspondence, and job resumes. (HOD)

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WRITING LABORATORY

EXERCISES

TO BE USED WITH

A WRITING

AND

RESEARCH GUIDE.

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March 4, 1985

Mr. Ernest G. Thro
Program Developer
Hardin County Schools
110 South Main Street
Elizabethtown, Kentucky 42701

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May 9, 1985

Mr. Ernest G. Thro
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Hardin County Schools
110 South Main Street
Elizabethtown, Kentucky 42701

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May 13, 1985

Mr. Ernest G. Thro
Hardin County Schools
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Elizabethtown, KY 42701

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With all best wishes.

Yours sincerely,

Joy Harris

JOY HARRIS

JH/rk

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Preface

During the 1984-85 school year, the West Hardin High School faculty prepared its excellent writing handbook. Throughout the country, many educators requested this unique volume and praised the school for producing this quality material.

Therefore, the West Hardin faculty decided to develop a writing laboratory manual to be used with the already popular research guide. The faculty hopes that this student laboratory manual will facilitate a wider emphasis on creative writing in the English classes of American high schools.

The authors and editor of this work would like to thank the Carnegie Foundation for providing funds to make this project possible. Also, we would like to thank Mr. Bill Kelley, Principal of West Hardin High School, who gave of his time so that the writers could secure this Carnegie Grant. Finally, the authors would like to dedicate this volume to the students of West Hardin High School. May each student grow in the art of written English.

December 1, 1985

Dr. Ernest G. Thro, Editor
Hardin County Schools
Elizabethtown, Kentucky 42701

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SECTION ONE: LIBRARY SKILLS

WRITING LABORATORY

EXERCISES

BY

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NOVEMBER 29, 1985

I. Library Skills

A. Organization and Arrangement of Library

A library contains information on most of the matters that modern man has found worthwhile to know. To avail oneself of this vast store of knowledge, one must have a clear idea of the contents of the library and know how libraries are arranged. Libraries are sufficiently alike so that once you are familiar with one library, you can find your way in others.

Books are arranged in libraries according to a classification system. Classification simply means putting the same kind of things together so that they can be located easily. The main purpose of the library classification system is to enable the student to find books on the shelf quickly. Books are given call numbers that indicate their position on the shelves. One might say that the call number is the book's address. The call number appears on the spine of each book and on all catalog cards for that book.

Most libraries arrange books according to two groups, fiction and nonfiction. Books of fiction, novels or stories that come from an author's imagination, have a separate section in most libraries. These books are arranged alphabetically by author's last name and are marked with the letter F for fiction. Non-fiction books, books that are factual, are arranged according to the Dewey Decimal Classification System.

This system is a numbering system for classifying books in the library. Each book is given a number based on its subject matter. There are ten major classifications, and within each major classification there are unlimited subdivisions.

In some libraries books may be grouped into other special collections. These include the following:

Biography: Individual biographies are often given the special classification number 92 and then arranged alphabetically by the last name of the subject of the book; for example, a book about Abraham Lincoln would have the call number $\frac{92}{\text{LIN}}$.

Reference: Reference books, such as dictionaries, encyclopedias, almanacs, and atlases, are often kept in a separate section of the library. They are given a regular Dewey Decimal Classification number, but the letter R is placed above the number; for example, $\frac{\text{R}}{973.\text{AME}}$

Kentucky: Books by Kentucky authors or about Kentucky are often kept in a special section. These books have regular call numbers with a KY above the number; for example, $\frac{\text{KY}}{969.\text{GIL}}$

Story Collection: These are fiction books that contain several short stories within the book. They are arranged alphabetically by author or editor and have the letters SC above the author letters; for example,

SC
FEN.

B. Card Catalog

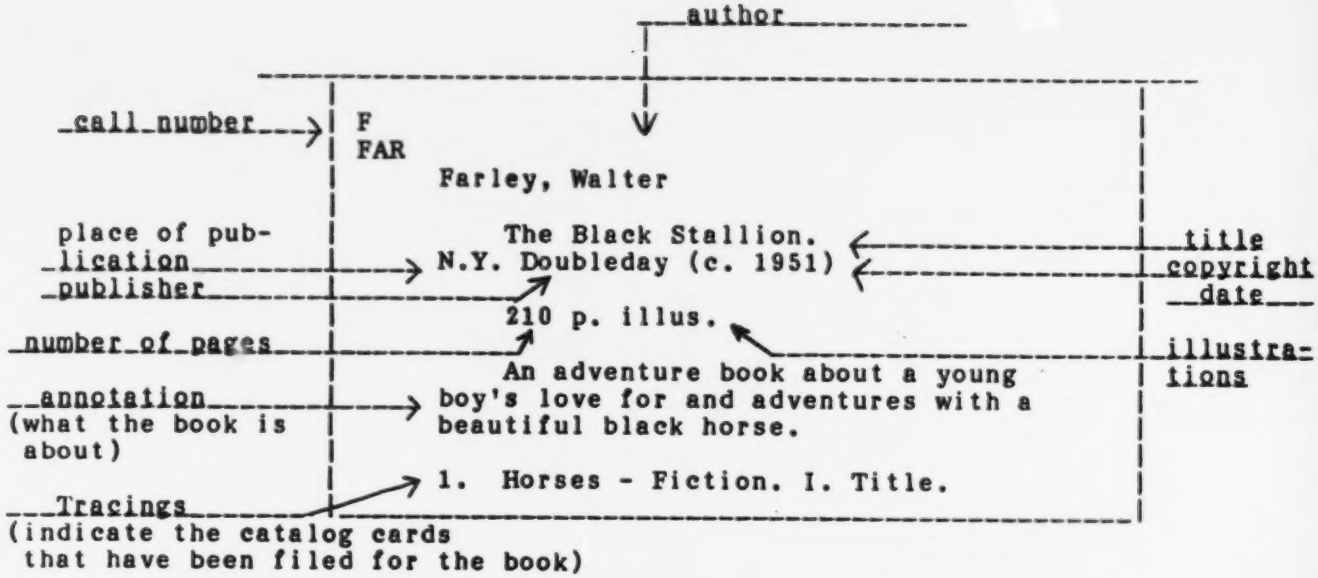
The card catalog, which is an alphabetical list of all of the books in a library, is the index to the library collection. The index of a book and the card catalog are very much alike. Whereas the index of a book is used to find out if a fact is in a book and if so, what page it is on; the card catalog is used to find out if a book is in the library and if so, what part of the library it is in.

All of the drawers in a card catalog are labeled to show what cards can be found in each drawer. Guide cards with projecting tabs aid in locating cards within each drawer.

There are three main types of cards in the card catalog. The author card answers the question, "Does the library have a book by a certain author?" The title card answers the questions, "Does the library have a book of a specific title?" The subject card answers the question, "Does the library have any books on a particular subject?"

There are also two types of cross reference cards in the card catalog. If a student looks up a subject heading not used in the library, a "see" card refers the student to a subject that is used. A "see also" card refers the student to an additional source or sources where information may be found. It indicates that there is information where one is looking but there may be additional information under other topics.

Each catalog card contains complete bibliographical material.



Hints for using the card catalog:

1) No matter what information is needed, author, title, or subject, the information will be found in alphabetical order.

2) If the title of a book is known, the book will be found under the first word of the title (not "a," "an," or "the").

3) If the author of a book is known, the book will be found under the author's last name.

4) If books on a specific subject are needed, they will be found as they would be in an encyclopedia. (All subjects are in capital letters or red type.)

5) The most important information on each catalog card is the call number. It is located in the upper left-hand corner of each card, and it tells where the book is located in the library. The call number should be written down on a slip of paper to aid in locating the book.

C. Reference Materials and Indexes.

In seeking information for school work or in just satisfying one's own personal interests, much time and effort is often wasted by not knowing where to find information. If information on a specific subject is needed, the best place to look is often in a reference book. These are books which are primarily intended to be consulted or referred to by people seeking such specific information. Students will often be more successful if they know which reference book is the best source of the information needed.

Principal Reference Books:

1) Encyclopedia - A general encyclopedia, one of the most important reference books, provides a wealth of information on a variety of subjects. Generally following an alphabetical arrangement, encyclopedia articles give a general overview of each subject. An encyclopedia is always a good place to start when seeking information because articles include cross-references to other materials. These new references may provide additional information. Further, encyclopedia articles often include bibliographies which may serve as ready-made booklists for in-depth research on a subject. Students should remember, however, that the encyclopedia should only serve as a beginning to more in-depth research. In addition to general encyclopedias, there are many specialized encyclopedias.

2) Almanacs and Other Yearbooks - Almanacs and other yearbooks, which are published on a yearly basis, should be consulted when seeking facts and statistics for a given year on general subjects such as sports, news events, politics, etc. Examples of other yearbooks include encyclopedia yearbooks, Statesman's Yearbook, and statistical abstracts.

3) Atlases - An atlas is primarily a book of maps. It also includes charts and factual information about people, products, topography, climate, and places of interest. Students should be careful to choose up-to-date atlases because the world is changing so rapidly that only recent atlases will be accurate.

4) Biographical References - Biographical reference books serve as a good source of information on people of the past and present.

5) Dictionaries - A dictionary is an alphabetically arranged book of words. It should be used as the primary source when a student is seeking information on spelling, pronunciation, syllable division, and origin of words. There are many types of dictionaries covering such fields as language, medicine, music, computer technology, and geography.

Two kinds of general dictionaries are the abridged and the unabridged. The abridged dictionary, or desk dictionary, is the most commonly used type of reference.

It does not contain all of the words in a language or all of the definitions for each word. Further, the definitions are brief. An unabridged dictionary, on the other hand, is a very large dictionary, usually found on a stand in a library. It is a complete dictionary which contains all of the words in a language, all of the uses for each word, and the etymology or history of each word.

There are many good dictionaries in the library. The student should think about what type of information and how much information he is seeking before selecting a dictionary.

Other special resources that might be consulted in a student's search for information are the vertical file and periodicals such as newspapers, magazines, and bulletins.

The vertical file, or information file, is a collection of information that is kept in folders in filing cabinets. The folders are filed alphabetically by subject and contain small material such as clippings, pamphlets, and small pieces of realia. Material in the vertical file is listed in the card catalog. When a student needs information from the vertical file, he should ask the librarian to get the material from the file.

When seeking information from periodicals or anthologies, special indexes must be consulted to aid in locating specific subjects. There are many excellent indexes that serve as keys to unlock individual poems, essays, stories, articles, or plays from various collections, but the index that is used most often in libraries is the Reader's Guide to Periodical Literature.

The Reader's Guide is a series of volumes that indexes articles in many American magazines. There are so many magazines published and issues are released so frequently that it would not be practical for a student to look through all of them to find information on a particular subject. Therefore, there must be some index of books in the library. Like a magazine the Reader's Guide is kept up to date with volumes being printed at regular intervals during the year. At the end of the year, indexes for the year are combined into a single volume. The most important value of the Reader's Guide is that it enables a student to locate the latest information on a subject.

Entries in the Reader's Guide are listed by subject and author. In the front of each volume is a list of magazines indexed. A library may not subscribe to all of the magazines indexed, so the list is usually marked to indicate which magazines are filed in the library being used. A list of abbreviations used in the index is also given and explained in the front of each volume.

When consulting the Reader's Guide to find articles on a particular subject, one simply looks up the subject as he would in an encyclopedia. If several articles are listed, a student can usually use the titles or number of pages of the article to aid in selecting the article that might be most useful. After deciding on the articles to use, the pupil should jot down on a piece of paper the name of the magazine, date of the magazine, and page numbers of the article or articles. The paper should be given to the librarian who will locate the magazine for the student.

D. Parts of Books

Becoming familiar with the parts of a book will help a student locate important information quickly. Not all books will contain all of the parts listed in this description, but they will be found in most non-fiction books, and one should know how to use these parts if they are available.

Parts of a Book (in the order in which they appear):

1) Title Page - The title page is usually the first printed page in a book. On it appear the complete title, the author's name and his qualifications, the publisher and location of publication, and sometimes the printing date.

2) Copyright Page - The copyright page is the page on the back of the title page. On this page is found the year of the copyright and the name of the owner of the copyright. It is important when using non-fiction books because it tells when the book was written. The last copyright date tells when the latest revision was made.

3) Preface (Foreward, Introduction, or Acknowledgment) - This is a statement of the purpose and scope of the book. It usually tells for whom the book is intended, gives the author's point of view, tells how to use the book, and acknowledges any help the author received in writing the book.

4) Table of Contents - The table of contents lists the chapters, units, or articles of a book in the order that they appear in the book. In most cases, chapter numbers

precede the title and page numbers follow it. The table of contents varies in detail, but in most non-fiction books it gives a description of each chapter.

5) List of Illustrations - This section lists titles of graphic materials found in the book along with page numbers. Graphic materials may be charts, diagrams, maps, photos, or drawings.

6) Body - This is the main part of the book. It is sometimes called the text.

7) Appendix - The appendix is a supplementary section at the end of a book. It contains material which the author did not choose to include in the body of the book. This material usually includes such things as letters, copies of official documents, tables, charts, and maps.

8) Glossary - The glossary is an alphabetical list of definitions of difficult, technical, or foreign terms used in the book.

9) Bibliography - The bibliography consists of an alphabetical list of books or articles which the author used in helping him prepare his book. It also may include additional books or articles which are recommended for further reading. Each entry contains complete bibliographical information which includes author's name, title of book or article, place of publication, publisher, and date of publication.

10) Index - The index is a detailed alphabetical list of topics covered in the book with the number of the page on which the topic appears. It is a key to locating any major topic treated in the book.

Hints for locating information quickly within a book.

1. Table of contents & index should be used extensively.
2. The preface or introduction should be consulted to find the scope of the book and author's point of view.
3. Guide words, boldface print, or italics are aides to skimming material.
4. A wealth of information can be found in charts, graphs, diagrams and descriptions of illustrations.

LABORATORY EXERCISES ONE, TWO, AND THREE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

LIBRARY SKILLS

Media Material: Library Skills, Chicago, Illinois: Encyclopedia Britanica, 1984. (Software)

The Card Catalog, Elizabethtown, Kentucky: Hardin County Educational Television. (Video Tape)

Directions: Students should complete the three computer lessons on the library. These lessons were developed by the West Hardin High School faculty. The subjects covered by the software package include:

Lesson One: Organization and Arrangement of the Library

Lesson Two: Using the Card Catalog

Lesson Three: Parts of Books

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LABORATORY EXERCISE FOUR

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

REFERENCE BOOK KNOW-HOW

The key to making good use of your time in the library is to know exactly which reference book to use for which research. Familiarizing yourself with books on the reference shelves can give you a head start on all types of school assignments. Here are the references you're most likely to need:

A. ENCYCLOPEDIAS. Brief, general information on all branches of knowledge. Good summary articles, but not very current.

B. ALMANACS AND YEARBOOKS. Up-to-date facts and figures on subjects of general interest, including sports, news events, celebrities, and politics.

C. BIOGRAPHICAL DICTIONARIES. Short summaries of the lives of famous people.

D. ATLASES. Maps of countries plus charts and factual information about their people and products.

E. DICTIONARIES. Primary sources for spelling, pronunciation, syllable division, and meaning of words.

F. READERS' GUIDE TO PERIODICAL LITERATURE. Lists of current and past magazine articles pertinent to many specific subjects.

Test your reference book know-how. Choose one or more of the sources listed above where you're most likely to find the following pieces of information.

Item	Reference Book(s)
1. Recent information on the 1980 Olympics	1. _____
2. General history of the Girl Scouts	2. _____
3. 1976 Census figures	3. _____

Item	Reference Book(s)
4. Birthdate of Muhammad Ali	4. _____
5. Recent research on the effects of vitamin C	5. _____
6. Information about insects	6. _____
7. The pronunciation and spelling of the word "fortuitous"	7. _____
8. The climate of Perth, Australia	8. _____
9. John Travolta's hometown	9. _____
10. The seating capacity of the Houston Astrodome sports arena	10. _____
11. The nearest body of water to Entebbe, Uganda	11. _____
12. Another acceptable spelling for the word ketchup	12. _____

"Reference Book Know-How." Campus Skills Notebook. New York: Scholastic Magazines, 1979.

LABORATORY EXERCISE FIVE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

THE READER'S GUIDE TO PERIODICAL LITERATURE

Directions: The Reader's Guide to Periodical Literature is an index to thousands of magazine articles listed under subject and author headings. Issues of the guide are published monthly and compiled quarterly and annually. To save space, many abbreviations are used, and an explanation of these abbreviations is given in the front of each issue.

For this exercise you may use any issue of the Reader's Guide to Periodical Literature to look up the abbreviation listed. Write the meaning of each abbreviation in the space provided.

1. abr	1. _____
2. Ag	2. _____
3. Assn	3. _____
4. bibl	4. _____
5. bi-m.	5. _____
6. comp	6. _____
7. Bus W	7. _____
8. Je	8. _____
9. q	9. _____
10. Nat Geog	10. _____
11. il	11. _____
12. t	12. _____
13. Sci Am	13. _____
14. pseud	14. _____
15. pub	15. _____
16. rev	16. _____
17. tr	17. _____
18. v	18. _____
19. w	19. _____
20. cond	20. _____

LABORATORY EXERCISE SIX

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

USING THE PARTS OF BOOKS

The appendix contains sample pages from five different books. If these books are available in your library, use the books to answer the questions in this exercise. If the books are not available in your library, use these sample pages. (The call number for each book is located at the top of the copyright page. Use the call numbers to help you find the books.)

In this lesson you will use the books, _____ and _____.

1. Who is the author of The Complete Guide to Everyday Law?_____
What company published the book?_____
Where was it published?_____
2. What edition is this book?_____When was this edition published?_____When was the first edition published?_____
3. For whom is this book written?_____
4. Samuel Kling has had _____years experience as a practicing attorney and writer on legal subjects.
5. Which chapters have been completly revised in this edition?
_____, _____, _____
6. How many chapters does this book contain?_____
7. On what pages do the following begin? Chapter on insurance _____.
Sample legal forms (appendix)_____. Index _____.
8. What is the third question answered in the first chapter "The Courts and How They Work" _____

9. Name three types of legal forms given in the appendix of this book. (There are five copied in the samples) _____

_____

10. What is an accomplice? _____

_____.

11. What is an accessory after the fact? _____

_____

_____.

12. On what pages would you find information about changing your name? _____.

13. On what pages would you find information about real estate agents? _____.

Remember the parts of a book that can help you find important information quickly. Use these parts to help you answer the following questions.

Title page	Body
Copyright page	Appendix
Preface (introduction, forward)	Glossary
Table of Contents	Bibliography
List of illustrations	Index

14. What is the sub title of Bury My Heart at Wounded Knee? _____. In what part of the book did you find this information? _____.

15. On what page would you find information about the death of Charlie Bent? _____Part of book? _____

16. What year did the author copyright this book? _____ What year was this book printed? _____ Part of book_____

_____.

17. How many chapters are in Bury My Heart at Wounded Knee? _____ On what page does the bibliography begin? _____ Part of book? _____

18. In the book Bury My Heart at Wounded Knee, find Chapter Two. Skim through Chapter two and notice the footnote numbers, (ex p.20 & 21). Now look in the list of notes, these notes show where the author got this information. Notice note 6. What does the abbreviation "ibid" mean? _____(Look this up in a dictionary). What source does note 6 in Chapter Two refer to? _____

19. What source does note 8 in Chapter Three refer to? _____ _____.

20. Geronimo's Story of His Life is one book that Dee Brown consulted when writing Bury My Heart at Wounded Knee. Who wrote Geronimo's Story of His Life? _____ Part of book? _____.

21. What periodical article written by William B. Blakenburg was consulted? _____. In what periodical was the article found? _____

Part of book? _____

22. On what page will you find a picture of Red Cloud? _____

Part of book?_____

LABORATORY EXERCISE SEVEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

USING THE PARTS OF BOOKS

In this lesson you will use the books From Slavery to Freedom, Producing Hit Records and the Headley Treasure of Bibelots and Boxes. If you have these books in your library use the books, if you don't have them, use the sample pages.

You will also use charts taken from books or magazines illustrations and headings. Charts present a wealth of material in a compact space and they help to show relationships between things. Pictures and the descriptions that go with them often give a great deal of information, and headings help you find information very quickly.

1. In the book From Slavery to Freedom what time period in the history of the American Negro did John Franklin attempt to cover? _____

_____

2. From what museum did Mr. Franklin get assistance? _____

_____.

3. In which chapter can you find information on the plantation system?

_____

4. On what pages would you find information on agriculture in the South?

_____

5. In the book Producing Hit Records find the meaning of the following words as used in the record industry:

Clam:

cue mix:

bus:

6. Who are the authors of Producing Hit Records? _____

_____.

7. On what page would you find a picture of a bibelot that is made from figures from a child's necklace that was made before the birth of Christ?

_____.

8. Which of these four objects illustrated was made in Italy?

_____ page number _____

Using Volume 19 of the World Book Enclycopedia or the sample pages in your packet find the article on tobacco and answer the following questions using the illustrations with explanatory material, charts and headings to help you find information quickly.

9. For how many seasons does the tobacco plant live? _____

What color is the tobacco flower? _____How tall is the plant?

_____.

10. Where is the tobacco cured? _____

11. Name the four sub topics under the heading "Raising and Marketing Tobacco" 1._____ 2. _____

3. _____ 4._____

5. _____

12. Name four kinds of tobacco. 1. _____ 2. _____

3. _____ 4. _____

13. In 1976 what country grew more tobacco than any other country?

_____

14. Which state in the U.S.A. grew the most tobacco? _____

Where did Kentucky rank among the leading tobacco growing states?

_____

15. What is the total full-time enrollment of Eastern Kentucky University: _____ What exam must be taken before you can be admitted to Eastern? _____

16. As a resident of Kentucky, how much would it cost you to attend Murray State University? (Remember to include tuition and housing)

_____

17. On the rating chart for portable radio cassette recorders, what disadvantages does the Sears recorder have? _____

_____

What advantages does it have? _____

_____

18. What recorder is the most expensive? _____

Is it also the best in quality? _____

19. What size and how many batteries do most of the recorders use?

_____

20. On the chart comparing sandwich filling, which filling contains the most protein? _____

21. Which filling has the fewest calories? _____

22. Which filling has the most fat? _____

23. Compare motorcross bikes. In what feature do the top four bikes rank excellent? _____

24. What is the poorest feature of the Raleigh R-10 Tuff BMF?

_____

25. Which is the most expensive bike? _____

26. What kind of wheels does the Schwinn B43 Scrambler have?

_____.

Appendix A

"The Complete Guide to Everyday Law"

By Samuel G. King

The Complete Guide to EVERYDAY LAW

by

Samuel G. Kling

SECOND EDITION

FOLLETT PUBLISHING COMPANY
CHICAGO

KL

SECOND EDITION

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Designed by Patrick J. Birch

Portions of this edition of *The Complete Guide to Everyday Law* appeared previously in *Your Legal Adviser*, copyright 1945, 1965, and in *The Legal Encyclopedia*, copyright 1959, 1965, both published by Pocket Books, Inc., and are used with their permission.

Preface to the Second Edition

In a world increasingly torn by civil disorders, riots, and rebellion, an understanding of the basic legal principles under which man lives and society operates becomes imperative.

The Complete Guide to Everyday Law is an attempt to fulfill that need. For despite what we read and hear in the press and on TV, we are by and large an orderly people living under rules and regulations that are for the most part fair and reasonable.

This is not to deny that the legal process is often clumsy, expensive, and unresponsive. Indeed the same charge can be leveled at any other of the learned professions. But the fact that a system of law which has taken thousands of years to evolve isn't perfect is hardly a valid reason for overthrowing all law and order.

The law can and should be improved. It is vastly more equitable and humane than it was in the days of Charles Dickens. And it will be better still in the years to come.

In this second edition of a book that has enjoyed a number of printings, I have again been guided by the fact that a knowledge of law is important to every citizen. Unhappily, too many individuals assume that the law is beyond their grasp. Of course the law is complex, but an understanding of the basic laws with regard to personal rights, contracts, marriage, divorce, and other important legal subjects is within the reach of all of us.

My book is for the layman and is based on 37 years' experience as a practising attorney and writer on legal subjects. Written in simple question and answer form, *The Complete Guide to Everyday Law* is intended as a basic reference volume for use in the home and office. My aim is not to make lawyers out of laymen but to provide practical information on subjects of legal concern. A person aware of his legal rights is less likely to lose them.

For this second edition I have completely revised the chapters dealing with social security, veteran's benefits, and divorce and made a number of other changes which should enhance the value of the book. I hope it will find a place beside the dictionary and the medical encyclopedia, to be consulted when the need arises.

If my book acquaints the reader with his legal rights, gives him a better understanding of the nature and function of law, and answers the legal questions of most interest, time spent in the preparation and writing of this new edition will not have been wasted.

SAMUEL C. KLING

Baltimore, Maryland 21218

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Chapter 1

THE COURTS AND HOW THEY WORK

What is "the law"?

The law is the body of rules of conduct prescribed by the supreme power of a state. These rules command the citizen to do what the state says is right and forbid him to do what the state says is wrong. Law is divided into substantive law and adjective law. Substantive law tells the citizen the nature of his rights and duties and of any violation or breach of those rights and duties. Adjective law deals with the methods of legal procedure and points out how the citizen may enforce his rights, fulfill his duties, and redress wrongs.

What is the chief purpose of the law?

The chief purpose of the law is to regulate human conduct. Law consists of the state-imposed rules of society, for violations of which the individual is punished. Without law there would be anarchy and violence. A system of law only comes into existence when a centralized police authority appears to enforce the rules laid down by the governing body of the society.

What is "written law"?

Written law is based on constitutions, treaties, and statutes or laws drawn up, ratified, or enacted by the state or federal governments. The Constitution of the United States takes precedence over all state constitutions, and is thus the supreme law of the land. State constitutions, in fact, must conform to the federal constitution.

What is "unwritten law"?

Historically, the unwritten law was formulated by priests, rulers, and prophets and handed down verbally from one generation to the next. In modern times the unwritten law refers to precedent, or judicial decisions, transcribed and published by court reporters. The phrase "unwritten law" is really a misnomer.

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Appendix 1

SAMPLE LEGAL FORMS*

FORM 1

AFFIDAVIT

State of _____ County _____, ss:
Before me, the subscriber, a notary public for the City of _____, State of _____, personally appeared _____, who, being duly sworn, deposes and says that [*here set forth clearly the matter sworn to*]

/s/ _____

Sworn and subscribed this ..... day of _____, 19____

_____
Notary Public

FORM 2

ACKNOWLEDGMENT

STATE OF , CITY OF , to wit:

I HEREBY CERTIFY, that on this _____ day of _____, in the year 19....., before me, the subscriber, a Notary Public of the City of , State of , personally appeared _____ and acknowledged the aforegoing deed to be his act.

_____
Notary Public

* The forms in this appendix are intended to be used only as guides and as a matter of legal information.

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FORM 3

AGENCY CONTRACT WHEREBY A TRAVELING SALESMAN IS EMPLOYED

This agreement made this fifth day of October, 19___ by and between John Smythe and Robert Blank, doing business under the name of The Skyland Company, witnesseth:

1. The said salesman shall enter the service of the said firm as a traveling salesman for them in their business of manufacturing toys for the period of one year from the 10th day of October 19___, subject to the general control of said The Skyland Company.

2. The said salesman shall devote the whole of his time, attention and energies to the performance of his duties as such salesman, and shall not, either directly or indirectly, alone or in partnership, be connected with or concerned in any other business or pursuit whatsoever during the said term of one year.

3. The said salesman shall, subject to the control of the said firm, keep proper books of account and make due and correct entries of the price of all goods sold, and of all transactions and dealings of and in relation to the said business, and shall serve the firm diligently and according to his best abilities in all respects.

4. The fixed salary of the said salesman shall be six thousand dollars per annum, payable in equal weekly installments.

5. The reasonable traveling expenses and hotel bills of the said salesman, incurred in connection with the business of the said firm, shall be paid by the said firm, and the said firm shall from week to week pay the said salesman the said traveling expenses and hotel bills in addition to the said fixed salary.

/s/ Robert Blank
The Skyland Company

/s/ John Smythe
Salesman

/s/ Harry Roe
Witness

FORM 4

AN ANTENUPTIAL AGREEMENT OR MARRIAGE SETTLEMENT WHERE ALL PROPERTY IS TO BE HELD JOINTLY

This agreement entered into this fifth day of June, 19____, by and between Richard Roe and Jane Smith, witnesseth:

1. That the parties hereby agree to enter into the marriage relation and hereafter live together as husband and wife.

2. That all moneys or property hereafter acquired or accumulated by them, or either of them, shall be held in joint of equal ownership.

3. That each of the parties hereby grants, bargains, sells and conveys to the other an undivided one-half interest in all the property, real and personal, which he or she now owns, for the purpose and with the intent of vesting in both parties the joint ownership of all property at this date owned in severalty by either of them.

4. In case of the death of one of the above mentioned parties, all of said property shall, subject to the claims of creditors, vest absolutely in the survivors.

5. The consideration for this agreement is the marriage to be entered into pursuant to its terms and the mutual promises herein contained.

(Seal) *Jane Smith*
Jane Smith

(Seal) *Richard Roe*
Richard Roe

John Green
Witness

FORM 5

FORM OF CHATTEL MORTGAGE

This chattel mortgage, made this 15th day of July, 19 ____, John Smith to Jane Doe, witnesseth: that for and in consideration of the sum of eight hundred dollars, the said John Smith

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Appendix II

GLOSSARY OF LEGAL TERMS

A

Abet—To encourage, stir up, or excite one to commit a crime.
Abettor—One who aids in the commission of a crime.
Abeyance—In the law of estates, expectation, waiting, suspense in law. An estate is in abeyance when there is no person in existence in whom an inheritance can vest.
Abrogate—To annul a law by an act of the same power that made it; to repeal.
Abscond—To hide or conceal one's self. Applied to one who hides to avoid legal process.
Absolute conveyance—A conveyance by which the right or property in a thing is transferred, free of any condition or qualification.
Absolute estate—An estate in lands not subject to any condition.
Absolute property—Full and complete ownership of chattels in possession.
Abstract of title—An abstract or summary of the most important parts of the deeds and other instruments, arranged usually in chronological order and intended to show the origin, course and incidents of the title, without the necessity of referring to the deeds themselves.
Abuttals—The buttings and boundings of lands, east, west, north, and south, showing on what other lands, highways, or places they abut, or are limited and bounded.
Acceptance of a bill of exchange—The act by which the person (called the drawee), on whom a bill of exchange is drawn, assents to the request of the drawer to pay it, or engages or makes himself liable to pay it, when due.
Acceptor—The party who accepts a bill of exchange, and who is the principal debtor, the drawer being the surety.
Accessory—One who, without being present at the commission of a felonious offense, becomes guilty of such offense, not as a chief actor, but as a participator, as by command, advice, instigation, or concealment, either before or after the fact or commission; a *particeps criminis*.
Accessory after the fact—One who, knowing a felony to have been

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committed by another, receives, relieves, comforts, or assists the felon.

Accessory before the fact—One who, being absent at the time a crime is committed, yet procures, counsels, or commands another to commit it.

Accident—An event that takes place without one's foresight or expectation.

Accommodation paper—A bill or note drawn, accepted, or endorsed by one person for another, there being no consideration between them, for the sole purpose of raising money upon it, for the accommodation of one or both of them.

Accomplice—An associate in a crime who co-operates, aids, or assists in committing it.

Accord—An agreement, consent, or concurrence.

Accumulative legacy—A legacy given in addition to another given by the same instrument or by another instrument.

Acknowledgment—The act by which a party who has executed an instrument declares or acknowledges it before a competent officer to be his or her act and deed.

Acquittal—A deliverance or setting free from a criminal charge by the process of trial at law; the verdict of a jury pronouncing the party not guilty.

Act of God—An inevitable accident or casualty, such as lightning, tempests, perils of the sea, or earthquake.

Actio ex contractu—An action of contract.

Action—The formal means or method of pursuing and recovering one's rights in a court of justice.

Actionable—That which can legally be made the ground or subject of an action. Also applied to slanderous words uttered or published of another.

Ademption—Of a legacy, the taking away from the party to whom it has been given, arising from a supposed alteration in the testator's intention.

Administer—To take charge and dispose of the personal property of an intestate, or testator having no executor.

Administration—The management and disposition of the estate of an intestate, or of a testator having no executor.

Administration *cum testamento annexo*—Administration granted when a testator has made a will without naming any executors, or when the executors who are named in the will are incompetent to act or refuse to act, or in case of the death of the executors or their survivors.

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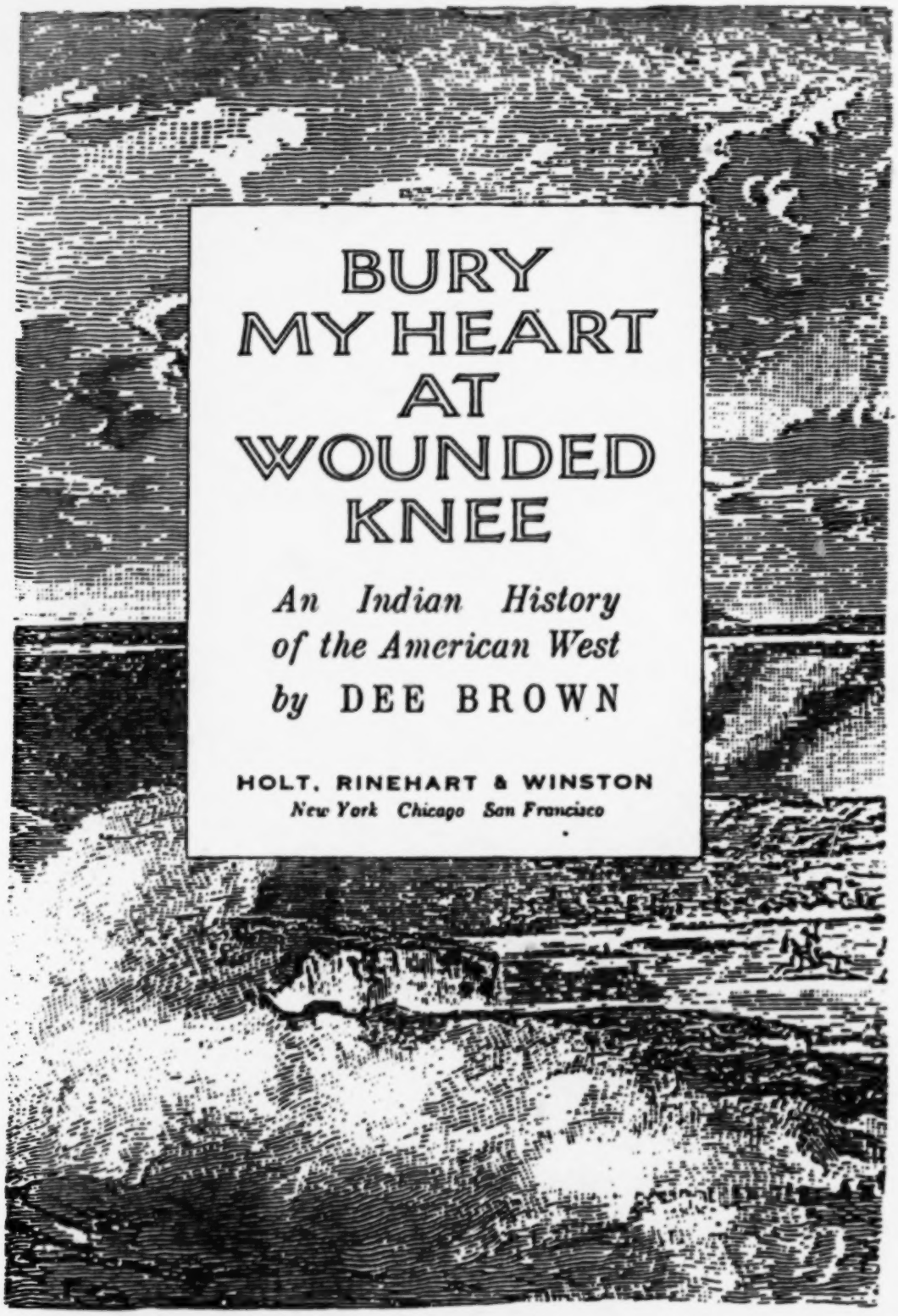
Appendix B

"Bury My Heart At Wounded Knee"

By Dee Brown


BURY
MY HEART
AT
WOUNDED
KNEE
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of the American West
by DEE BROWN
HOLT, RINEHART & WINSTON
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B

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Introduction

Since the exploratory journey of Lewis and Clark to the Pacific Coast early in the nineteenth century, the number of published accounts describing the "opening" of the American West has risen into the thousands. The greatest concentration of recorded experience and observation came out of the thirty-year span between 1860 and 1890—the period covered by this book. It was an incredible era of violence, greed, audacity, sentimentality, undirected exuberance, and an almost reverential attitude toward the ideal of personal freedom for those who already had it.

During that time the culture and civilization of the American Indian was destroyed, and out of that time came virtually all the great myths of the American West—tales of fur traders, mountain men, steamboat pilots, goldseekers, gamblers, gunmen, cavalrymen, cowboys, harlots, missionaries, schoolmarms, and homesteaders. Only occasionally was the voice of an Indian heard, and then more often than not it was recorded by the pen of a white man. The Indian was the dark menace of the myths, and even if he had known how to write in English, where would he have found a printer or a publisher?

Yet they are not all lost, those Indian voices of the past. A few authentic accounts of American western history were recorded by Indians either in pictographs or in translated English, and some managed to get published in obscure journals, pamphlets, or books of small circulation. In the late nineteenth century, when the white man's curiosity about Indian survivors of the wars reached a high point, enterprising newspaper reporters frequently interviewed warriors and chiefs and gave them an opportunity to express their opinions on what was happening in the West. The quality of these interviews varied greatly, depending upon the abilities of the interpreters, or upon the inclination of the Indians to speak freely. Some feared reprisals for telling the truth, while others delighted in hoaxing reporters with tall tales and shaggy-dog stories. Contemporary newspaper statements by Indians must therefore be read with skepticism,

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although some of them are masterpieces of irony and others burn with outbursts of poetic fury.

Among the richest sources of first-person statements by Indians are the records of treaty councils and other formal meetings with civilian and military representatives of the United States government. Isaac Pitman's new stenographic system was coming into vogue during the second half of the nineteenth century, and when Indians spoke in council a recording clerk sat beside the official interpreter.

Even when the meetings were in remote parts of the West, someone usually was available to write down the speeches, and because of the slowness of the translation process, much of what was said could be recorded in longhand. Interpreters quite often were half-bloods who knew spoken languages but seldom could read or write. Like most oral peoples they and the Indians depended upon imagery to express their thoughts, so that the English translations were filled with graphic similes and metaphors of the natural world. If an eloquent Indian had a poor interpreter, his words might be transformed to flat prose, but a good interpreter could make a poor speaker sound poetic.

Most Indian leaders spoke freely and candidly in councils with white officials, and as they became more sophisticated in such matters during the 1870's and 1880's, they demanded the right to choose their own interpreters and recorders. In this latter period, all members of the tribes were free to speak, and some of the older men chose such opportunities to recount events they had witnessed in the past, or to sum up the histories of their peoples. Although the Indians who lived through this doom period of their civilization have vanished from the earth, millions of their words are preserved in official records. Many of the more important council proceedings were published in government documents and reports.

Out of all these sources of almost forgotten oral history, I have tried to fashion a narrative of the conquest of the American West as the victims experienced it, using their own words whenever possible. Americans who have always looked westward when reading about this period should read this book facing eastward.

This is not a cheerful book, but history has a way of intruding

upon the present, and perhaps those who read it will have a clearer understanding of what the American Indian is, by knowing what he was. They may be surprised to hear words of gentle reasonableness coming from the mouths of Indians stereotyped in the American myth as ruthless savages. They may learn something about their own relationship to the earth from a people who were true conservationists. The Indians knew that life was equated with the earth and its resources, that America was a paradise, and they could not comprehend why the intruders from the East were determined to destroy all that was Indian as well as America itself.

And if the readers of this book should ever chance to see the poverty, the hopelessness, and the squalor of a modern Indian reservation, they may find it possible to truly understand the reasons why.

Urbana, Illinois DEE BROWN
April, 1970

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Appendix C

"From Slavery to Freedom"

By John Franklin

From Slavery to Freedom

A History of Negro Americans

THIRD EDITION

John Hope Franklin

Alfred · A · Knopf · New York

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Preface TO THE FIRST EDITION

In the present work I have undertaken to bring together the essential facts in the history of the American Negro from his ancient African beginnings down to the present time. In doing so it was deemed unnecessary to relate the development of Negro life and history in other parts of the world except where there was a discernible connection with the history of the Negro in the United States. Thus only so much of African history was considered here as evolved in the area from which the vast majority of American Negroes came, and as much more as helped to shape Afro-American institutions in the Old World and the New. On the other hand, it was necessary to consider briefly the Negroes of the Caribbean and of Latin America, because their history belongs to the larger pattern of development of the Negro in the New World. For a similar reason, it was deemed desirable to give some attention to the Negroes of Canada, for they are in a large measure erstwhile citizens or residents of the United States.

I have made a conscious effort to write the history of the Negro in America with due regard for the forces at work which have affected his development. This has involved a continuous recognition of the main stream of American history and the relationship of the Negro to it. It has been necessary, therefore, to a considerable extent, to re-tell the story of the evolution of the people of the United States in order to place the Negro in his proper relationship and perspective. To have proceeded otherwise would have been to ignore the indisputable fact that historical forces are all pervasive and cut through the most rigid barriers of race and caste. It would have been impossible to trace the history of the Negro in America without remaining sensitive to the main currents in the emergence of American civilization.

While I have sought to interpret critically the forces and personalities that have shaped the history of the Negro in the United States, I have attempted to avoid a subjective and unscientific treat-

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ment of the subject. This procedure has involved the maintenance of a discreet balance between recognizing the deeds of outstanding persons and depicting the fortunes of the great mass of Negroes. To be sure there were times when dominant personalities forged to the front and assumed roles of responsibility and leadership; these individuals have been recognized. But the history of the Negro in America is essentially the story of the strivings of the nameless millions who have sought adjustment in a new and sometimes hostile world. This work is, therefore, a history of the Negro people, with a proper consideration for anonymous as well as outstanding people.

I have given considerable attention to the task of tracing the interaction of the Negro and the American environment. It can hardly be denied that the course of American history has been vitally affected by his presence. At the same time it must be admitted that the effect of acculturation on the Negro in the United States has been so marked that today he is as truly American as any member of other ethnic groups that make up the American population. That is not to say that the story of the Negro is one solely of achievement or of success. Too frequently the Negro's survival in America has depended on his capacity to adjust—indeed, to accommodate—himself to the dominant culture and the obstacles have at times been too great to permit him to make significant achievements in the usual sense of the word. The task here has been not to recite his achievements—though naturally some have been so outstanding as to warrant consideration—but to tell the story of the process by which the Negro has sought to cast his lot with an evolving American civilization.

The obligations which I am under for direct and indirect aid received in writing this book are numerous, and it is not possible for me to indicate every instance of assistance which co-operative persons have rendered. Without the researches of Carter G. Woodson, Charles H. Wesley, W. E. B. DuBois, Luther P. Jackson, and many other scholars who have contributed significant writings to the field, it would not have been possible for me to write this book. I am grateful to all these patient, careful scholars for the indispensable services they have performed for all students of American history. I am under special obligation to the Library of Congress which generously placed its many facilities at my disposal, and to the North Carolina College Library, the Stanford L. Warren Library, the Duke University Library, the New York Public Library, and

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the American Museum of Natural History for their kind assistance.

I am under obligation to the following publishers for their kind permission to make brief quotations from works published by them: The Columbia University Press: Lorenzo J. Greene, *The Negro in Colonial New England* and Sterling Spero and Abram L. Harris, *The Black Worker;* Harcourt, Brace and Company: Claude McKay, *Harlem Shadows;* The Macmillan Company: C. Vann Woodward, *Tom Watson, Agrarian Rebel;* The University of Michigan Press: Dwight L. Dumond, *The Antislavery Origins of the Civil War;* The Yale University Press: Bell I. Wiley, *Southern Negroes, 1861–1865;* and Doubleday and Company: R. R. Moton, *Finding a Way Out.*

To Abram L. Harris, C. Vann Woodward, Mrs. Arthur P. Chippey, Howard K. Beale, L. D. Reddick, Rayford W. Logan, Clement Eaton, Mrs. Dorothy Porter, and Arthur S. Link, I am grateful for helpful suggestions and numerous criticisms. Among my colleagues who have assisted me in this effort I am especially grateful to Joseph H. Taylor, Joseph S. Himes, W. Edward Farrison, Albert L. Turner, Charles A. Ray, Albert Manley, and Miss Helen G. Edmonds. President James E. Shepard kindly relieved me of my teaching duties so that I could complete the manuscript, and I am sincerely appreciative of his generosity. The dedication of the work to my wife expresses inadequately my deep gratitude to her for her sacrifices, co-operation, and enthusiastic support of my efforts in historical writing.

Durham, North Carolina
April 4, 1947

JOHN HOPE FRANKLIN

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Appendix D

"Producing Hit Records - By Dennis Lambert with Ronald Zalkind"

Producing Hit Records

by Dennis Lambert with Ronald Zalkind

Foreword by Al Coury

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Foreword

Throughout my years in the music industry working closely with many different artists and many different kinds of music, I have found that the producer is a key element in the success of any musical endeavor. One of the finest producers I have worked with is Dennis Lambert, whose wide-ranging knowledge of every aspect of the music business is an invaluable asset to any project. His flexible talents have led him to work not only with records but also with motion picture and television themes, delivering superb results in all fields. Dennis brings to each project a sensitive awareness of its specific needs combined with the outstanding technical expertise and experience that have enabled him to become one of the industry's most respected producers.

Dennis Lambert and his partner Brian Potter, songwriters as well as producers, have worked with a spectacular array of artists such as Glen Campbell, The Four Tops, Santana, The Grass Roots, The Righteous Brothers, Dusty Springfield, Tavares, and Player. In fact, one of my most exciting memories of Dennis Lambert is his work with Player, when "Baby Come Back," the very first single from the group's first album, became an instant number one hit across the board.

With a catalogue of almost three hundred songs and more than four hundred commercially released recordings, Lambert and Potter are firmly established as a noteworthy and important production team, a fact the music industry has acknowledged with a number of awards over the years. Yet they continue to write and produce hit music with a fresh and timely sound that I am sure will continue to bring them great success in the years to come.

With this book, Dennis Lambert has distilled the essence of his talent and experience into an interesting and illuminating guide to the complexities of recording music. It is a welcome addition to the literature of music, one that I am sure will be helpful to aspiring artists and producers everywhere.

AL COURY
President, RSO Records

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APPENDIX D
American Federation of Television and Radio Artists National Code of Fair Practice for Phonograph Recordings

(1) UNION SECURITY

On the thirtieth (30th) day following the effective date of this provision or on the thirtieth (30th) day following the first engagement of an artist, whichever is later, membership in the union shall be required of each artist as a condition of engagement, provided however, that when a recording is produced in an area where AFTRA then does not have a bona fide Chapter or Local, (or, having a Chapter or Local, AFTRA does not warrant that it represents a majority of artists in that area), then the provisions of this clause shall not apply to artists engaged in making recordings in that area; it being understood however the other provisions of this Code shall apply to such artists.

(2) NO STRIKE, NO LOCKOUT

The Company shall not engage in any lockout and AFTRA, its representatives and members shall not cause, authorize, give leadership to or take part in any strike or other curtailment or restriction of work, pending arbitration as herein agreed to, provided, however, that the failure of a party to comply with any Arbitration Award made against such party, shall release the other party from its obligations under this paragraph.

(3) ARBITRATION

All disputes and controversies of every kind and nature whatsoever between any Company and AFTRA or between any Company and any member of AFTRA, arising out of or in connection with this Code, and any contract or engagement made or extended on or after April 1, 1977 (whether overscale or not, and whether at the minimum terms and conditions of this Code or better) in the field covered by this Code as to the existence, validity, construction, meaning, interpretation, performance, non-performance, enforcement, operation, breach,

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APPENDIX E
Sample Independent Record Production Contract*

Agreement made this *1st* day of *January 1980*, between *Joe Producer's Co.* (hereinafter, you) and *The Great Record Co.* (hereinafter, *GRC*).

1. TERM

A. This agreement shall commence as of *January 1, 1980*, and shall continue in force for a term that shall consist of an initial period ending *12/31/1980* (unless extended or suspended as provided herein [hereinafter, the Initial Period]) and the additional period or periods, if any, for which such term may be extended through *GRC's* exercise of one or more of the options granted to GRC in paragraph 1 B below.

B. You grant *GRC* two (2) consecutive options to extend the term of this agreement for additional periods of one (1) year each (hereinafter, the First Option Period and the Second Option Period, respectively) upon all of the terms and conditions herein contained. *GRC* may exercise each such option by giving you notice in writing at least thirty (30) days prior to the expiration of the then current contract period.

2. MINIMUM PRODUCING COMMITMENT

A. During each of the three contract periods described in Article 1 above, you will furnish the services of *Joe Producer* (hereinafter, the Producer) as independent producer(s) in connection with Master Recordings embodying the performances of such recording artists upon whom you and we shall mutually agree (hereinafter, the Artist or Artists) sufficient to constitute *20* sides but for not more than *4* Artist(s).

*For purposes of clarity, blanks in this contract form have been filled in with fictitious names, numbers, and dates. All such insertions have been italicized.

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Glossary

A&R. Abbreviation for "Artist and Repertoire," a term used to signify record company personnel involved in signing artists and producers and casting the right songs for recording artists.

Acetate. A reference disc of recorded material.

Advance. Money paid to artists and producers by record companies before it is earned, or in advance of record royalties; if, for example, the advance to a producer were $5,000, the record company would retain the first $5,000 of the producer's royalties in order to recover, or recoup, its advance.

All-in production contract. Synonym for an overall production agreement whereby the artist and the producer receive a combined royalty.

Arranger: A person who arranges or orchestrates a song for performance by musicians on a recording session.

Assembling. The positioning of songs in the sequence that will be heard as side 1 and side 2 of a long-playing album.

Attenuator. A switch built into the mic/line circuit of a recording console and used to reduce overloading and distortion by reducing level; used when recording strong signals.

Baffles. Portable walls treated with sound-absorbing or sound-reflecting materials that help prevent leakage.

Basic tracks. Synonym for the rhythm tracks on a record.

Beats. Rhythmic pulses of equal time value associated with a bar or measure of music; the recording engineer will usually splice musical sections at the beginning of a beat.

Blank tape. Virgin tape used to create space between the bands on each side of an album; used in place of leader tape if the producer wishes a completely noiseless bridge between performances.

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Glossary

Block booking. An arrangement whereby a professional studio owner agrees to allow a producer to use a studio on a twenty-four-hour basis for the duration of recording; block bookings enable everyone to go home at night without having to break down the recording setup, or zero the recording console.

Blue box: A processing device that electronically adds octaves to the signal by doubling or halving the frequency cycle.

Board. Synonym for a recording console.

Bottom. Term referring to low frequency response or bass presence.

Bounce. Synonym for ping-pong.

Brightness. Term referring to the high frequency response.

Budget records. A product line whose retail list price is several dollars lower, or between 30 and 50 percent less, than a company's first-line product.

Bus. Industry slang for an output channel that carries recorded signals to a tape recorder.

Cardioid microphone. A mike that picks up in a heartlike pattern; radiating from a central point to an arc of approximately 90 degrees.

Charts. Musical arrangements that are written out for band members.

Clam. Slang for a mistake, i.e., a bad note.

Clean. Production slang for an uncluttered performance executed without flaw.

Close-miking. The current industry norm for recording instruments live; the microphone is placed from six to twelve inches away from the instrument or amplifier.

Compressor. A processing device that compresses the dynamic response of a particular sound and creates a more constant, even level.

Concept album. A recording with a musical or lyrical theme underlying the entire album.

Condenser microphones. Mikes that are excellent reproducers of high frequencies and are generally more sensitive than are dynamic microphones but require a separate power supply.

Container charge. An allowance for lowering the base price of an album for purposes of computing record royalties; the record company's argument is that the artist and the producer should be charged something for the design, fabrication, and printing of attractive album covers and inner sleeves that help sell their records.

Copyist. A person who takes the orchestration created by an arranger and copies it neatly into orchestral parts for each musician.

Cover. A new recording of a song already commercially released.

Crispy. Production slang for a tight snare drum sound.

Cross-collateralization. The right of a company to retain income under one agreement (such as a production deal) to pay back unrecouped expenses under another agreement (such as a publishing deal); from the producer's viewpoint, cross-collateralization is unfair and should be avoided at all costs.

Cue mix. A mono or stereo blend of musical performances that can be fed to a musician's left and/or right earphone during recording.

Cue system. A communications network built into the recording console whereby the producer and the recording engineer can talk to musicians in the studio through earphones and feed previously recorded performances or performances in progress to the musicians while they record.

Custom label. A minirecord company distributed by a larger, full-service company, which uses the label identification of the custom label owner (who many times is a superstar producer); custom label royalties are the highest production royalties in the industry.

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Appendix E

"The Headly Treasure of Bibelots and Boxes"

THE HEADLEY TREASURE OF BIBELOTS AND BOXES

With a Foreword and Notes by

GEORGE W. HEADLEY

and an Introduction by

MARVIN C. ROSS

OCTOBER HOUSE INC · NEW YORK

145
HEAD

Frontispiece: JEWEL FANTASY WITH PORTRAIT OF GEORGE HEADLEY

This *trompe-l'oeil* portrait of the author was painted in egg tempera by Siegfried Reinhardt, in 1956.

Library of Congress Catalog Card Number 65-29280

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Printed and bound by Clarke & Way, Inc., New York

Color separations by Magnagraphic, Inc., Lexington, Kentucky

Designed by Bert Clarke

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List of Illustrations from The Headley Treasure of Bibelots and Boxes

Plate I Bird Cage.....p.12

A Chinese figure carved in Persian turquoise is seated on a cushion of lopes lazuli in an 18 karat gold cage adorned with pear shaped sapphires and round diamonds.
Height-7 1/8 inches
Jeweler: Ernst Just, Charles Vaillant Inc.
New York

Plate II Daphne.....p. 14

The figure and the blossoms of the 18 karat gold tree are carved in antique Italian coral and encrusted with diamonds. The rock is of soufre.
Height-7½ inches
Jeweler: Ernst Just, Charles Vaillant Inc.
New York

Plate III Composition with Three Ancient Greek Gold Figures.....p.16

The three gold figures come from a Greek child's necklace of 400 B.C. They are mounted with gold granulation duck heads, topaz and pearls. The entire composition rests on a black lacquer base.
Height-6¼ inchest including base.
Mounted by Charles Vaillant Inc.
New York

Plate IV Gold Cigarette box.....P.18

The box is in chased gold with borders of grape vines. The antique coral figure from Naples holds a dove.
Height 4¼ inches
Jeweler: Romolo Grassi, Milan

Appendix F

"Tobacco" (World Book Company)

Toad eggs hatch in 2 to 12 days, depending on the species and on water temperature. Tadpoles emerge from the eggs. The change from tadpole to the young toad takes three weeks or longer, also depending on the species and water temperature. Tadpoles develop more quickly in warm water than in cold water. See TADPOLE.

Many young toads stay near the water for a while, feeding and growing. When small toads leave their birthplace, they travel at night and during rains. They do this because they must keep their bodies moist. Some toads never return to a watery place except to breed. Instead, they make their homes in fields or gardens. Rain keeps them moist. During dry summers these toads dig deep into the soil to stay moist. Most toads probably live from 1 to 2 years.

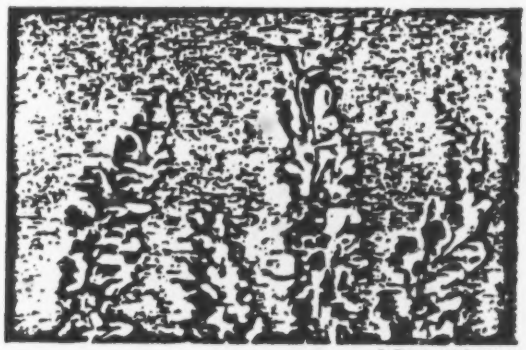
Scientific Classification. Toads make up the toad family, *Bufonidae*. The common American toad is classified as genus *Bufo*, species *B. americanus*. W. FRANK BLAIR

See also FROG; MIDWIFE TOAD; SURINAM TOAD.

TOADFISH is a scavenger fish that lives on the bottom of tropical and temperate oceans. It has a large head and a short, scaleless body. The toadfish averages 9 to 10 inches (23 to 25 centimeters) in length. The fish may snap up bait so eagerly that sometimes they make a grunting sound.

Scientific Classification. Toadfishes are members of the toadfish family, *Batrachoididae*. They are genus *Opsanus*, species *O. tau*. LEONARD P. SCHULTZ

TOADFLAX, or BUTTER-AND-EGGS, is a weed with yellow flowers and pale green leaves. It grows in central North America, as far west as the Rocky Mountains. The flowers cluster along the upper part of the stem. They are tube-shaped, with the edge cut into an upper and lower lip. The upper lip has two lobes, and the lower lip has three. A thick, orange-colored ridge on the middle lobe covers the mouth of the tube. The weight of a bee looking for nectar forces the mouth of the tube open. Toadflax was brought to America from Europe. It is sometimes grown in gardens.



J. Horace McFarland

Toadflax Has Clusters of Yellow, Tube-Shaped Flowers.

Scientific Classification. Toadflax is in the figwort family, *Scrophulariaceae*. It is genus *Linaria*, species *L. vulgaris*. EARL L. CORE

See also FLOWER (picture: Flowers of Roadside).

TOADSTOOL. See MUSHROOM.

TOBACCO is a plant whose leaves are used chiefly in making cigarettes and cigars. Other tobacco products include smoking tobacco for pipes, chewing tobacco, and snuff. Inferior grades of tobacco leaves are used in making insecticides and disinfectants. The stalks and stems of the plant serve as an ingredient for some types of fertilizer.

Tobacco ranks as an important crop in more than 60 countries. During the mid-1970's, the annual worldwide production of tobacco totaled more than 12 billion pounds (5½ billion kilograms). China leads in tobacco production, followed by the United States, India, Russia, and Brazil.

Farmers in the United States harvest about 2¼ billion pounds (1 billion kilograms) of tobacco annually. Sales of the crop total more than $2 billion. North Carolina is the leading tobacco-producing state, followed by Kentucky, Virginia, South Carolina, and Tennessee.

The tobacco industry in the United States produces about 651 billion cigarettes and about 5½ billion cigars yearly. About 150 million pounds (68 million kilograms) of tobacco are manufactured annually for smoking tobacco, chewing tobacco, and snuff. The annual value of tobacco products amounts to about $14½ billion. Most of this income comes from domestic sales.

The taxes on tobacco products provide a major source of revenue for the United States government. Tobacco products are also taxed by all the state governments and some local governments. Taxes on tobacco total about three times the amount that the growers receive for their crops.

Tobacco contains small amounts of nicotine, a substance that acts as a stimulant on the heart and other organs. Nicotine also stimulates the nervous system, causing many people to become addicted to it. Physicians believe these stimulating effects of nicotine help make smoking pleasurable. However, concentrated amounts of nicotine are poisonous. The nicotine that people consume from cigarettes may contribute to the occurrence of heart attacks and stomach ulcers. The tar produced by burning tobacco is thought to be a major cause of lung cancer in smokers. See SMOKING; DRUG ABUSE.

The Tobacco Plant

Cultivated tobacco is an *annual* plant—that is, it lives only one growing season. The plant reaches a height of 4 to 6 feet (1.2 to 1.8 meters). It produces about 20 leaves, which measure from 24 to 30 inches (61 to 76 centimeters) long and 15 to 18 inches (38 to 46 centimeters) wide. The tobacco plant ranges from light green to dark green in color. A vigorous, mature plant can produce a million seeds yearly—enough to plant about 100 acres (40 hectares) of tobacco.

Kinds of Tobacco

In the United States, tobacco is classified into four main groups: (1) air-cured tobacco, (2) fire-cured tobacco, (3) flue-cured tobacco, and (4) cigar leaf tobacco. The first three kinds are classified according to the method used in *curing* (drying) the leaves. More information on these methods appears in the *Curing Tobacco* section. Cigar leaf tobacco is air cured, but it is classified according to its use.

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Air-cured tobacco consists of two varieties, light air-cured and dark air-cured. Most cigarettes contain the two major types of light air-cured tobacco, burley and Maryland. Burley tobacco accounts for about 30 per cent of the tobacco production in the United States. Dark air-cured tobacco is used primarily for chewing tobacco and snuff.

Fire-cured tobacco has a distinctive smoky aroma and flavor. It is used to make smoking tobacco, chewing tobacco, snuff, and strong-tasting cigars.

Flue-cured tobacco is also called *bright tobacco* because the curing process turns it yellow to reddish-orange. It accounts for more than 60 per cent of the tobacco produced in the United States. Most flue-cured tobacco is used in cigarettes.

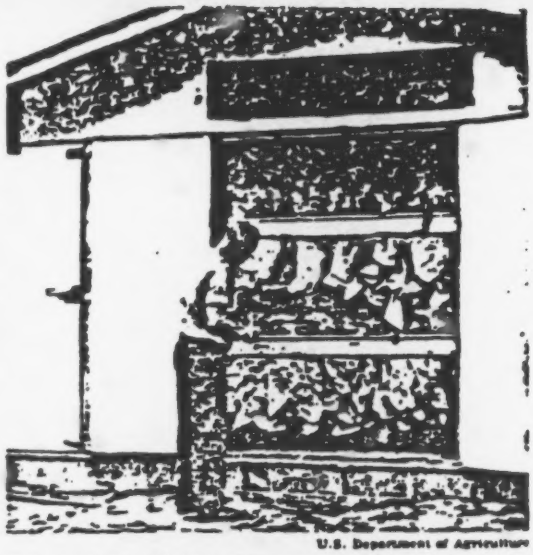
There are three types of cigar leaf tobacco: (1) cigar filler tobacco, (2) cigar binder tobacco, and (3) cigar wrapper tobacco.

Cigar filler tobacco is used in the body of cigars because it has a sweet flavor and burns evenly. Cigar binder tobacco was once used to hold filler tobacco together, but most cigar manufacturers now use *reconstituted tobacco sheets* instead. These sheets are made from waste or damaged tobacco leaves. Today, cigar binder is used primarily in making chewing tobacco.

Cigar wrapper tobacco is used for the outside cover of cigars. It must have high-quality leaves that are smooth, thin, and uniform in color. To grow leaves with these characteristics, farmers surround the tobacco with a framework covered by cloth. Production of cigar wrapper tobacco is difficult and expensive, and many manufacturers use reconstituted tobacco sheets to cover their cigars.

WORLD BOOK illustration by James Teason

The Tobacco Plant, above, lives for only one growing season. It stands from 4 to 6 feet (1.2 to 1.8 meters) high and ranges in color from light green to dark green. The plant has about 20 leaves and grows light pink flowers.



U.S. Department of Agriculture

Tobacco Is Cured (Dried) In a Special Barn before being sent to market. In a modern curing barn, above, a furnace heats the air, which fans force through the drying leaves.

Raising and Marketing Tobacco

Planting and Cultivation. The soil and climate conditions that favor tobacco growth vary according to the kind of tobacco being raised. However, most tobacco grows best in a warm climate and in carefully drained and fertilized soil.

Tobacco seeds are planted in seed beds in late winter or early spring and covered with cloth or plastic. The plants grow 6 to 8 inches (15 to 20 centimeters) tall in 8 to 12 weeks and are then transplanted into the field.

Farmers cultivate the soil several times to keep it loose and to eliminate weeds and grasses. The last cultivation occurs after the plants reach a height of 18 to 24 inches (46 to 61 centimeters).

The upper part of the plant is *topped* (cut off) when it begins to produce flowers. This process allows the remaining leaves to become larger and heavier.

Harvesting Tobacco. Farmers harvest tobacco from 70 to 90 days after it has been transplanted. They use two harvesting methods, called *priming* and *stalk-cutting*.

Priming involves picking the individual tobacco leaves as they ripen. The leaves were once picked by hand, but most farmers now use priming machines. The priming method is used to harvest cigar wrapper, flue-cured, and some cigar filler tobaccos.

Stalk-cutting consists of cutting the entire plant with a hatchetlike tool. The stalks are then placed on sticks and left in the field for a day or two to wilt. Growers use the stalk-cutting method to harvest air-cured, fire-cured, and most cigar leaf tobaccos.

Diseases and Pests. Diseases that attack tobacco include *black shank* and *black root rot*. Many farmers raise newly developed types of tobacco that resist black

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shank and various virus diseases. Crop rotation is the most effective way to control black root rot.

Budworms, flea beetles, grasshoppers, and other insects also damage tobacco plants. Farmers use insecticides to control these pests.

Curing Tobacco involves drying the sap from newly harvested leaves. This process produces various chemical changes in tobacco that improve its flavor and aroma. There are three methods of curing tobacco: (1) air curing, (2) fire curing, and (3) flue curing. Each type of tobacco responds most favorably to one of these methods. Curing takes place in curing barns that are built specifically for the method used.

Air curing uses natural weather conditions to dry tobacco. Air-curing barns have ventilators that can be opened and closed to control the temperature and humidity. This process takes from four to eight weeks.

Fire curing dries tobacco with low-burning fires. The smoke gives fire-cured tobacco its distinctive taste and aroma. Farmers regulate the heat, humidity, and ventilation in the curing barns so the leaves will not be scalded. Fire curing takes from three days to six weeks.

Flue curing dries tobacco by heat from *flues* (pipes) connected to furnaces. The temperature is gradually raised from 90° F. (32° C) to 160° F. (71° C) until the leaves and stems are completely dry. The flue-curing method takes about a week.

Marketing Tobacco. Farmers sell tobacco by two major methods, *loose leaf auctions* and *country sales*.

Loose leaf auctions handle about 95 per cent of the tobacco sales in the United States. The term *loose leaf* in leaf form rather than packed in containers.

Auction warehouses operate in cities and towns throughout tobacco-growing regions. In the United States, federal inspectors examine tobacco before it is sold and grade it according to government standards.

Buyers from tobacco companies bid on the tobacco, which is usually sold to the highest bidder. The government has *price supports* that guarantee the seller a certain price for tobacco. The government buys the tobacco if bidders do not offer this amount.

Country sales involve the direct sale of tobacco from farmers to buyer outside the auction system. Most cigar leaf tobacco is sold directly. This system is also called *barn-door marketing* because the buyers usually come to the farm to inspect the crop.

Manufacturing Tobacco Products

Freshly cured tobacco has a sharp aroma and bitter taste. Therefore, most tobacco is put into storage and allowed to age before being used in manufacturing tobacco products.

Prior to storage, most tobacco goes through a redrying process, during which it is completely dried and cooled. Manufacturers then restore some water throughout the leaves to ensure uniform moisture content. This practice prevents the leaves from breaking.

Next, tobacco is stored for two or three years in barrel-like containers. During storage, it ages and undergoes a chemical change called *fermentation*. Fermentation gives tobacco a sweeter, milder flavor and aroma and reduces its nicotine content. Tobacco also loses moisture and becomes darker during aging.

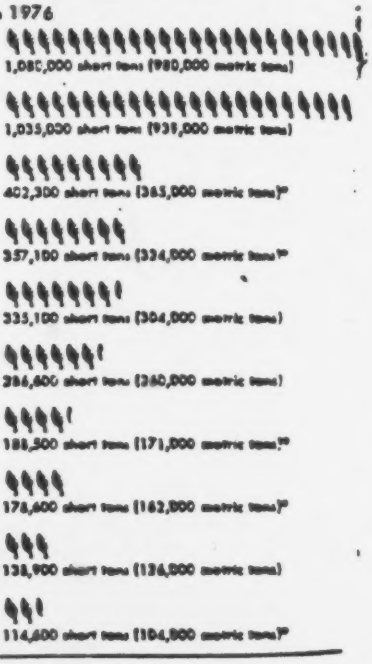
Leading Tobacco-Growing States and Provinces

Tobacco grown in 1976

*1976, latest available information.
Source: U.S. Department of Agriculture; Statistics Canada.

Leading Tobacco-Growing Countries

Tobacco grown in 1976



*Estimate.
Sources: FAO; U.S. Department of Agriculture.

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A somewhat different procedure is used to age cigar leaf tobacco, which does not require redrying. Bales of this tobacco are placed in heated rooms or are simply hung up to ferment before storage.

Cigarettes account for about 90 per cent of the tobacco consumed in the United States. The remainder is used in making cigars, smoking tobacco, chewing tobacco, and snuff.

Cigarettes contain blends of burley, Maryland, flue-cured, and imported Oriental and Turkish tobaccos. Manufacturers add such flavorings as honey, licorice, menthol, and sugar to the blended tobacco. A chemical called *glycerin* is often added to preserve moisture.

Various machines handle the entire process of making and packaging cigarettes. Cigarette-making machines can produce about 4,000 cigarettes a minute.

Cigars consist of about 85 per cent cigar filler, 10 per cent cigar binder, and 5 per cent cigar wrapper tobaccos. Most cigars are made by machines, but the more expensive kinds are hand-rolled.

Most smoking tobacco is used in pipes, but some people smoke it in the form of cigarettes that they roll by hand. For flavor, manufacturers add tonka beans, vanilla leaves, and other substances. Tobacco flavorings are called *saucing compounds*.

Chewing tobacco is made from various types of inferior grade tobacco. Most chewing tobacco is treated with such saucing compounds as honey or licorice.

Snuff consists of a coarsely ground mixture of tobacco leaves and stems that has been pressed into a fine powder. The powder is strained through cloth and flavored with oils and spices.

History

American Indians smoked tobacco in pipes long before Christopher Columbus sailed to the New World in 1492. Columbus brought some tobacco seeds back to Europe, where farmers began to grow the plant for use as a medicine that helped people relax. In 1560, a French diplomat named Jean Nicot—from whom tobacco receives its botanical name, *Nicotiana*—introduced the use of tobacco in France.

Commercial production of tobacco began in North America in 1612, after an English colonist named John Rolfe brought some tobacco seeds from South America to Virginia. The Virginia soil and climate were excellent for tobacco, and it became an important crop there and in other parts of the South.

Most of the tobacco grown in the American Colonies was exported to England until the Revolutionary War began in 1775. Manufacturers in the United States then began to produce smoking tobacco, chewing tobacco, and snuff for domestic use. Cigars were first manufactured in the United States in the early 1800's.

Spaniards and some other Europeans began to smoke hand-rolled cigarettes in the 1600's, but few people in the United States used them until the 1850's. Cigarette smoking became increasingly popular after the first practical cigarette-making machine was invented in the early 1880's.

The use of tobacco products has been a controversial issue for many years. During the 1500's, European physicians declared that tobacco should be used only for medicinal purposes. The Puritans in America considered it a dangerous narcotic. During the 1960's, scientists established that smoking tobacco products—especially cigarettes—could cause lung cancer, heart disease, and other illnesses.

Brown & Williamson Tobacco Corporation

During Cigarette Manufacturing, cakes of blended tobacco are cut into slender shreds and inspected for quality, above.

Some cigarette manufacturers reacted to the medical findings by reducing the tar and nicotine content of cigarettes. However, doctors state that these measures have not eliminated the dangers of smoking.

Various federal laws have been passed in the United States regarding the sale of tobacco products. Since 1966, manufacturers have been required to include a health warning on all packages and cartons of cigarettes. Another law, which went into effect in 1971, banned radio and television commercials on tobacco products. In 1972, manufacturers agreed to include a health warning in all cigarette advertising. Some states have laws that prohibit smoking in various public places.

Scientific Classification. The tobacco plant belongs to the nightshade family, Solanaceae. The major kind is genus *Nicotiana*, species *N. tabacum*. J. H. Emsley

Related Articles in World Book include:

Cigar	Filter	Snuff
Cigarette	Kentucky (picture)	Virginia (picture)
Colonial Life in America (Crops)	Nicotine	
	Pipe	

TOBAGO. See Trinidad and Tobago.

TOBEY, MARK (1890-1976), was an American artist who painted elaborate linear abstract pictures, often on a small scale. Tobey's delicately colored compositions have dense patterns of lines and small symbols. They have been compared to *calligraphy* (the art of fine handwriting). Tobey used the term *white writing* to describe his style. Tobey developed his calligraphic style after a study trip to the Orient in the 1930's. Later he ordered his images into highly complex groupings of tiny forms. Tobey's paintings were admired by Europeans, who saw in them an American blend of Eastern and Western styles. Tobey was born in Centerville, Wis. Dore Ashton

TOBOGGANING, *toh BAHG un ing*, is the winter sport of coasting on snow or ice by means of toboggans, which are sleds without runners. A toboggan is made of strips of hickory, ash, or maple, with the front ends

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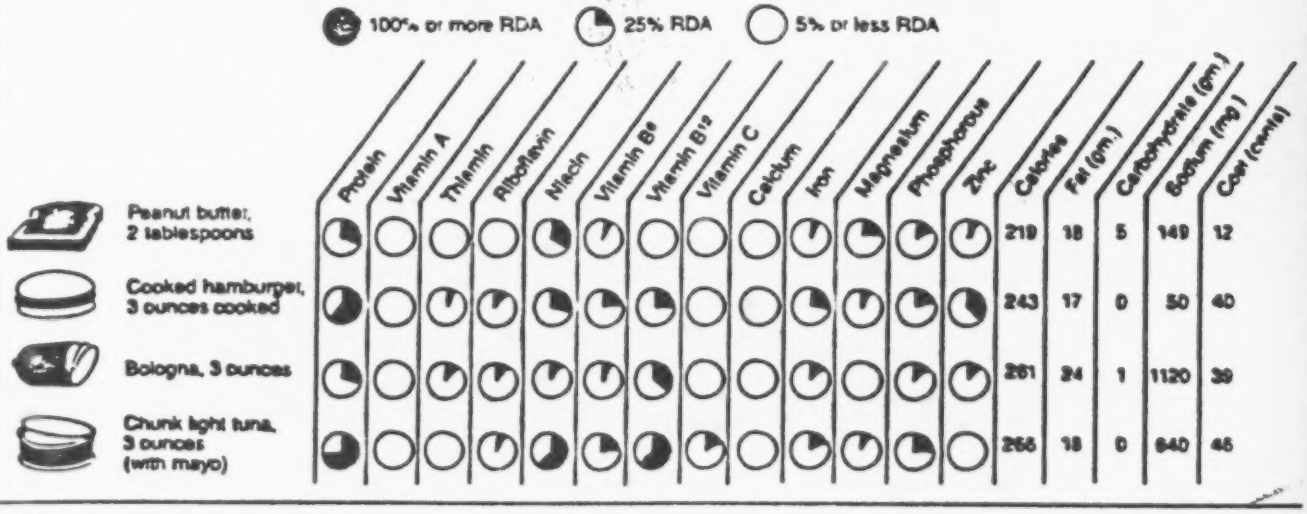
Appendix G

Selected Tables and Graphs

How four sandwich fillings compare

The table shows how much of a 7- to 10-year-old's Recommended Daily Allowance (RDA) for a number of nutrients is provided by four sandwich fillings. The RDAs are set by the National Academy of Sciences/ National Research Council. Serving size, serving cost, and other measurements are as determined by CU or are based on data from the U.S. Department of Agriculture.



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OCTOBER 1982

Ratings

Motocross bikes

Listed in order of estimated overall quality. Differences among models were generally slight, except where separated by heavy rules. All have full set of reflectors, but none have fenders. Except as noted, all are closed-frame single-speed models with kickstand and knobby, 20-in. tires on standard spoked wheels. Unless otherwise indicated, none are intended for off-road use or competition, according to the manufacturers; such use could void warranty.

Prices are suggested retail. * indicates that price is approximate. + indicates that shipping is extra.

Excellent · Very good · Good · Fair · Poor

Brand and model	Price	Handling	Level	Incline	Rear coaster	Rear caliper	Front caliper	Optimum combination	Wet (T)	In-line	Cornering	Frame	Handlebar support	Steering	Crank	Wheel	Pedal	Seat quality	Construction quality	Comments
		Pedaling			Braking							Traction		Rigidity		Bearing quality				
RALEIGH R-10 TUFF BMF	$190	●	●	●	–	◒	○	◓	◔	☒	◓	◓	○	○	○	◒	◓	○	◓	A,F,G,H,I,J
RALEIGH R-10 MKIII	150	●	●	●	◒	–	–	◒	◒	○	◓	●	○	○	○	◒	◓	○	◓	C,D,F,G,H,J
SCHWINN B43 SCRAMBLER	190*	●	◓	●	–	◒	○	◓	◔	☒	◓	◒	◔	○	○	○	◒	○	○	C,J
MONGOOSE BMX WIREWHEEL	190*	●	◓	●	◒	–	–	◒	◒	◓	◓	○	◐	○	○	◓	◒	◒	◓	C,D,I,K
VISTA GTX99	125*	○	◓	◓	◒	–	–	◒	◒	○	◓	◓	◓	○	○	◒	◓	○	◓	C,D,F,J
J.C. PENNEY EAGLE V 0939	190	◒	○	◒	–	◒	○	◓	◔	◒	◓	◒	○	◒	●	○	◒	◒	○	B,F,G,H,K,L
BOSS 142 25 THX	165	◒	○	○	–	◒	–	◒	●	☒	◒	◓	◓	○	●	◒	◒	◒	○	C,D,F,G,H
BOSS SLINGER 134-25	125	◒	○	○	◒	–	–	◒	◒	◒	◒	○	◓	○	●	◒	◒	◒	○	D
SEARS FREE SPIRIT BMX FS500 Cat. No. 45987	150+	◒	○	◒	–	◒	◒	○	◔	☒	◒	◓	◓	●	●	◒	●	◒	◒	F,G,H,K
SCHWINN BS44 THRASHER	143*	○	◒	●	◒	–	–	◒	◒	◒	◒	◒	◓	○	○	○	○	◒	○	D,I,J
SEARS BMX FS100 Cat. No. 45757	100+	○	○	◒	◒	–	–	◒	◒	○	◔	○	○	●	●	◒	●	●	●	F,G,H,K
MURRAY X-20 TEAM MURRAY 2-5432	141	●	○	◒	◒	☒	◒	–	◒	◒	◒	◓	◓	◓	●	●	○	◒	◒	F,G,H,K
AMF HAWK 4 BMX K9294	139	◒	○	○	◒	●	◒	○	◒	◔	◒	○	◓	●	●	◒	●	○	◒	F,G,H,K
HUFFY PRO THUNDER BMX 20402	160	●	○	◓	–	◒	○	◓	●	☒	●	●	◒	●	●	◒	●	◒	◒	C,E,F,G,H
COLUMBIA PRO AM 2236	160*	◒	○	○	◒	☒	–	–	◒	◒	◒	◔	○	◒	●	●	◒	○	◒	A,F,G,H,K
MURRAY TEAM MURRAY BMX 2-5646	130	●	◒	◒	◒		–	–	◒	◒	◒	◓	○	◒	●	●	●	○	●	A,F,J
J.C. PENNEY DIRT TRACKER II 0966	110	●	●	●	◒	☒	–	–	◒	◒	◒	◓	○	◒	◒	●	◒	●	●	F
WARDS BMX 36 OPEN ROAD Cat. No. 80691	80+	●	●	●	◒		–	–	◒	◒	◒	◒	○	◔	◒	●	◒	●	●	–
AMF AVENGER MOTOCROSS EX221 K9221	100*	●	●	●	◒	☒	–	–	◒	◒	◒	◒	◒	○	●	◒	◒	●	●	G,J
COLUMBIA FORMULA 16 BMX 2316	110*	●	●	●	◒	☒	–	–	◒	◒	◒	◓	◒	◒	◒	◒	◒	○	●	F,G,J
HUFFY THUNDER BMX 36 20362	100	●	●	●	◒		●	–	◒	◒	◒	◒	◒	◒	●	●	●	◓	●	F,G,H

Conditionally Acceptable

■ *The following model was judged Conditionally Acceptable because of inadequate brake performance. Condition for acceptability is adding a front-caliper brake (see story). With front brake added, model would be placed in first Ratings group.*

MONGOOSE BMX FREEMAN	215*	●	◓	●	–	●	–	●	●	☒	◓	◒	◓	○	○	◓	◒	◒	◓	B,D,I,K

T Performance of coaster brakes not affected in wet-braking test. ☒ Coaster brake tended to grab or jam, causing inadvertent skids.
☒ Wet wet braking traction limits not reached.

KEY TO COMMENTS
A - Plastic mag wheels
B - Aluminum mag wheels
C - Heavy-duty spoke wheels
D - No front caliper brake, but bike has mounting hole to accept one
E - 2-speed gearshift.
F - Handlebar pad
G - Frame pad
H - Handlebar support pad
I - No kickstand
J - Slender tire on one or both wheels
K - According to the manufacturer, bike is suitable for off-road use or competition.
L - Not listed in current catalog but may be available in some J.C. Penney retail stores.

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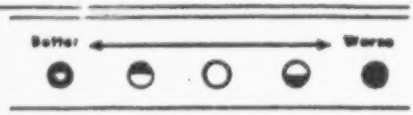
Ratings

Portable radio/cassette recorders

Listed in order of estimated overall quality based on FM and tape-deck laboratory tests and convenience judgments. Prices are suggested retail, rounded to nearest dollar; + indicates that shipping is extra. Discounts are usually available.



Brand and model	Price	Dimensions (HxWxD), in.	Weight, lb.	Tape-deck: Tone quality	Tape-deck: Freedom from flutter	Tape-deck: Speed accuracy	Tape-deck: Tone quality	Tape-deck: Sensitivity	Tape-deck: Selectivity	FM: Image rejection	FM: Sensitivity	FM: Selectivity	FM: Audio volume control	FM: Interference rejection	FM: Wide stereo	AM: Batteries: number/size	AM: Battery life, hr.: self/loud	Advantages	Disadvantages	Comments
AIWA CS660	$295	13x22x7	18¼	◓	●	◑	◑	○	◓	◓	○	◓	◑	○	—	8/D	64/21	D,H,I,N,O	a,d	B,D,E
SANYO MX620K	230	12x20x7	15	◔	◓	●	◔	◒	◓	○	◓	○	◓	◒	—	8/D	65/9	B,D,H,O	b,d	B,C,D,E
PANASONIC RX8250	300	11x20x7	15¾	◔	◓	◒	○	○	◓	○	◔	○	◓	◒	●	8/D	39/24	A,C,D,I,J,N,O	—	B,C,E,H
REALISTIC SCR6	260	11¾x19x7	13¾	○	◓	○	○	◒	◔	○	◔	○	○	◒	○	8/D	56/6	A,C,D,H	—	B,F
JVC RC686JW [1]	280	10x19x6	14	○	◓	●	○	○	◓	○	◓	◓	○	◒	○	8/D	46/15	A,C,E	—	A,D,E
WARDS 3960	200	6x21¾x6¾	11	○	◓	◓	◒	○	◓	◓	○	○	◓	◒	—	6/D	63/10	D,O	d,e	B,G
J.C. PENNEY Cat. No. 1792 [2]	250+	11¾x19¾x5¾	15	◒	○	◓	○	○	◓	◓	○	○	○	◒	◒	8/D	80/21	B,C,E,J,K	—	A,C
PIONEER SK31	250	10¾x18¾x6¾	13	○	○	●	○	○	○	◓	◓	○	◓	○	○	6/D	44/6	B,D,G,H,I	e	A,C
HITACHI TRK827OH [1]	260	11¾x19¾x6¾	14¾	○	●	●	◓	○	◓	◓	◓	○	◓	○	◓	8/D	80/16	B,E,H,J,N	—	B,D
TOSHIBA RT2008	280	10x18¾x5¾	10¾	○	○	◒	◒	○	◓	◓	○	◔	○	◒	◒	8/D	110/11	D,F,J,M	a,c,f	B,D,E,H
SEARS 21881 [1]	200	11x18¾x6	12¾	○	○	◓	◒	◒	◓	◓	◔	○	○	◒	◒	6/D	45/6	D,H	f	B,C
SONY CF566	260	9¾x20¾x7¾	14¾	◒	◓	●	◒	◒	◔	○	○	○	◓	◒	—	8/D	86/13	B,E,H,J	d,f	B
GE 35286	260	11¾x19x7	14¾	○	●	○	◒	◒	◓	○	◔	○	◓	◒	○	8/D	58/15	A,C,D,N	—	B,E,F

[1] According to the company, this model has been discontinued but may be available in some stores.

[2] This model isn't listed in the current catalog. According to the company, it isn't available in retail stores.

[3] According to the company, this model has been discontinued and isn't available in stores.

SPECIFICATIONS AND FEATURES

All have • Stereo FM • FM stereo indicator light • Stereo cassette recorder/player • AM • 2 built-in microphones • Tape counter • Automatic level control (ALC) • Connections for 2 external speakers and 2 external microphones, a headphone, and 2 in/out plugs.

Except as noted, all • Work on 120-volt ac, disposable batteries, and auto cigarette lighter • Have meter or light-emitting diode (LED) to show radio tuning, recording level, and battery condition • Have "wide stereo" (see story) • Have cue/review • Have separate controls for bass and treble.

KEY TO ADVANTAGES

A - Has Dolby B noise reducer
B - Has mono mike input and mixing control
C - Has switchable ALC and record-level control
D - Has auto stop for play, fast forward, rewind, and record
E - Has auto stop only for play and records
F - Plays and records in both directions
G - Has light for radio dial
H - Has "music-selection" system
I - Replays automatically at end of rewind
J - Antenna is easily replaceable
K - Has sleep shut-off for radio
L - Can repeat any tape selection desired
M - Has optional automatic reverse.
N - Has loudness switch.
O - Has soft-touch controls

KEY TO DISADVANTAGES

a - Not operable from auto cigarette lighter
b - Meter or LED does not monitor battery
c - Meter or LED does not monitor audio level
d - Lacks "wide stereo" feature
e - Lacks cue/review feature
f - Has a single bass-and-treble control

KEY TO COMMENTS

A - Can use chromium-dioxide tapes
B - Can use chromium-dioxide and metal tapes
C - Has terminals for external FM antenna.
D - Has shortwave reception.
E - Can operate on 120- and 220-volt ac
F - Has clips for attaching carrying strap
G - Speakers are detachable
H - Does not have AM filter

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ADMISSION INFORMATION
STATE UNIVERSITY SYSTEM
1981

SCHOOL	FULL-TIME ENROLLMENT MALE	FULL-TIME ENROLLMENT FEMALE	TOTAL ENROLLMENT	COLLEGE ENTRANCE TEST	COST FOR STATE RESIDENTS	COST FOR NON-RESIDENTS	ANNUAL ROOM AND BOARD	LOCATION
Eastern Kentucky University	4,226	5,176	9,402	ACT	$676	$1,780	$1,500	Richmond, Ky.
Morehead State University	2,077	2,322	4,399	ACT	$676	$1,780	$1,400	Morehead, Ky.
Murray State University	2,716	2,876	5,592	ACT	$676	$1,780	$1,100	Murray, Ky.
Northern Kentucky University	2,203	2,074	4,277	ACT	$676	$1,780	$1,100	Highland Heights, Ky.
Kentucky State University	614	561	1,175	ACT	$660	$1,814	$1,390	Frankfort, Ky.
University of Kentucky	9,214	8,785	17,999	ACT	$750	$1,800	$1,600	Lexington, Ky.
University of Louisville	7,215	7,350	14,565	ACT	$750	$1,800	$1,600	Louisville, Ky.
Western Kentucky University	4,210	5,180	9,390	ACT	$676	$1,780	$1,500	Bowling Green, Ky.

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SECTION TWO: CRITICAL READING SKILLS

WRITING LABORATORY

EXERCISES

BY

MS. PAT NELSON
ENGLISH INSTRUCTOR
WEST HARDIN HIGH SCHOOL
STEPHENSBURG, KENTUCKY

AND

MR. JOHN TABB
ENGLISH INSTRUCTOR
WEST HARDIN HIGH SCHOOL
STEPHENSBURG, KENTUCKY

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DR. ERNEST G. THRO, EDITOR
HARDIN COUNTY SCHOOLS
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DR. STEPHEN TOWLER
SUPERINTENDENT OF SCHOOLS
HARDIN COUNTY SCHOOLS
ELIZABETHTOWN, KENTUCKY

NOVEMBER 29, 1985

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

DISTINGUISHING BETWEEN FACT AND OPINION

Discussion: Read the following excerpt from Emmie Bonhoeffer's "Letters from Auschwitz."

> Recha, new problems still crop up in connection with these trials. For example, I sometimes ask myself if the precise illustration in the papers of instruments of torture and the detailed description of their use might not be poisoning the imagination of many a youth of our day. I am shocked by the apparent callousness with which young people listen in occassionally on the hearings. Quite frequently the judge has to call them to order as they sit there among the audience in shirt-sleeves, with legs crossed high, and chewing gum as if they were looking at a movie thriller...

Bonhoeffer, Emmie. "Letters from Auschwitz" in Focus on Literaure: Ideas (Phillip McFarland, Editor), Boston: Houghton-Mifflin and Company, 1981, page 290.

Directions: Using your understanding of fact and opinion, answer the following questions:

1. List one fact stated in the previously read excerpt.

_____

_____

_____

_____

2. What is the author's opinion of the young people watching the trials?

_____

_____

_____

_____

3. On what facts does the author base this opinion?

_____

_____

_____

_____

LABORATORY EXERCISE TWO

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

ANALYZING THE SHORT STORY

Directions: Read the following short story by Carson McCuller. McCuller's short story can serve as a model for a well-crafted plot. Then, answer the questions for the presentation.

"SUCKER"

By

Carson McCuller

It was always as if I had a room to myself. Sucker slept in the large bed with me, but the room was mine, and I used it as I wanted to. Whenever I'd bring friends here, all I had to do was just glance at him, and he would leave. He never brought kids here. He's 12 and I'm 16. He knew without my telling him that I didn't want kids his age meddling with my things.

Half the time I'd forget that Sucker isn't my brother. He's my first cousin. But almost ever since I can remember, he's been in our family. His folks were killed in a wreck when he was a baby. To me and my kid sisters, he was like our brother.

Sucker used to believe every word I said. That's how he got his nickname. Once I told him if he jumped off our garage with an umbrella, it would act like a parachute and he wouldn't fall hard. He did it and busted his knee. That's just one instance. No matter how many times he got fooled, he'd still believe me. Not that he was dumb in other ways--it was just the way he acted with me.

There is one thing I have learned, but it makes me feel guilty. If a person admires you a lot, you hate him. It is the person who doesn't notice you that you are apt to admire. This is not easy to figure out.

Maybelle Watts, this senior at school, seemed to think she was the Queen of Sheba. I would have done anything to get her attention. I guess I used to treat Sucker as badly as Maybelle did me. Now that Sucker has changed, it is hard to remember him as he used to be. If I could have seen ahead, maybe I would have acted differently.

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I never noticed him much. Usually he was very quiet. He didn't have many friends, and his face had the look of a kid who is watching a game and waiting to be asked to play. That was Sucker until the trouble began.

Maybelle was somehow mixed up in what happened, so I guess I ought to start with her. Until I knew her, I hadn't given much time to girls. Last fall she sat next to me in science class. That's when I began to watch her.

All the boys are crazy about her, and she didn't even notice me. She's almost two years older than I am.

Between periods, I used to try to pass closely to her in the halls. But she would hardly ever smile at me. Even at night I would think about her. Sometimes Sucker would wake up and ask me why I couldn't get settled. I'd tell him to hush up. I guess I wanted to ignore somebody the way Maybelle did me.

That went on for nearly three months. Then somehow she began to change. She would speak to me in the halls. Then, during a lunch hour, I danced with her in the gym. I knew everything was going to change.

It was that night when the trouble started. I felt happy and was awake, thinking about Maybelle. Then I fell asleep and dreamed I kissed her. It was a surprise to wake up and see the dark. Sucker's voice was a shock to me.

"Pete?" I didn't answer or move. "You do like me as if I was your own brother, don't you, Pete?"

I couldn't get over the surprise. This seemed more like a dream than the other.

"You have liked me all the time like a real brother, haven't you?"

"Sure," I said.

"No matter what you did, I always knew you liked me."

I guess you understand people better when you are happy than when something is worrying you. I had never really thought about Sucker until then. I realized I had always been mean to him.

"You're a swell kid, Sucker," I said.

It seemed to me suddenly that I did like him more than anybody--more in a way even than Maybelle. I wanted to show Sucker how much I really thought of him and make up for the way I had always treated him.

We talked for a good while that night. His voice was fast. It was as if he had been saving up these things to tell me for a long time. I talked some, too, and it felt good to think of him taking in everything I said so seriously. I even spoke of Maybelle a little, but I made out that she had been running after me all this time.

During the next couple of weeks, I saw a lot of Maybelle. She acted as if she really cared for me a little. I felt so good that I hardly knew what to do with myself.

But I didn't forget about Sucker. There were a lot old things I'd been saving, like boxing gloves and old fishing tackle. All this I turned over to him. We had some more talks, and it was like knowing him for the first time.

His face seemed different now. He used to look as if he were afraid of getting a whack over the head. Now his face had the look of a person who is surprised and expecting something swell.

I guess things went on like this for about a month. I was taking out Maybelle and feeling so good that I couldn't study or put my mind to anything. Then there were times when I just had to talk to someone, and usually that would be Sucker. He felt as good as I did.

Then something happened between Maybelle and me. She began to act differently. At first I tried to think it was just my imagination. But she didn't act glad to see me anymore. I'd see her riding with this fellow who has a yellow car.

At first I was so worried that I forgot about Sucker. Then he began to get on my nerves. He was always hanging around when I'd get back from school. I wouldn't say anything, or I'd answer him roughly, and he'd finally go out. Sucker was growing fast and, for some reason, he began to stutter.

Then the finish came between Maybelle and me. I met her going to the drugstore and asked her for a date. When she said "no," I said something bitter. She said she was sick of me and had never cared a rap for me. I just stood there, then slowly walked home.

For several afternoons, I stayed in my room. I didn't want to talk to anyone. When Sucker would come in, I'd yell at him to get out. I tried not to think of Maybelle, but you can't help what happens to you at night. That is what made things how they are now.

You see, I dreamed about Maybelle again. And again, Sucker woke up.

"Pete, what's the matter?"

All of a sudden I feld so mad that my throat choked. I remembered all the times Maybelle hurt my pride. It was as if nobody would ever like me but a sap like Sucker.

"Why aren't we buddies like before?" Sucker asked.

"Shut your trap!" I jumped up and turned on the light. He sat up, his eyes blinking and scared.

There was something in me, and I couldn't stop myself. I don't think anybody ever gets that mad but once. Words came out before I knew what they would be.

"Why aren't we buddies? Because you're the dumbest slob I know! Just because I felt sorry for you sometimes, don't think I care a rap for a dumb creep like you!"

If I had yelled or hit him, it wouldn't have been so bad. But my voice was slow and calm. Sucker's face was white, and sweat came out on his forehead.

"Why do you always hang around me?" I went on. "Don't you know when you're not wanted?"

Slowly Sucker's look of surprise went away. His eyes got narrow, and his fists shut. I'd never seen such a look on him before. Every second he seemed to be getting older. A hard look came into his eyes that seemed wrong in a kid. He just sat there and didn't speak.

"No, you don't know when you're not wanted," I said. "You're too dumb--just a dumb sucker."

I turned out the lights and sat by the window. After a while, I heard Sucker lie down. I wasn't mad anymore, just tired. It seemed awful that I had talked to him like that. I told myself I would straighten it out in the morning. Then I got back into bed.

Sucker was gone when I woke up the next day. Later, when I wanted to apologize, he looked at me in this new hard way. I couldn't say a word.

That was two or three months ago. Since then, Sucker has grown faster than any boy I ever saw. He's almost as tall as I am.

Our room isn't mine anymore. He's gotten up a gang of friends. When they aren't digging trenches in some vacant lot, they are in our room. They've rigged up a radio, and every afternoon it blares out music.

It's even worse when we are alone together in the room. He sprawls across the bed and stares at me with that hard, half-sneering look. I fiddle around my desk and can't get settled. The thing is, I have to study because I've been getting bad grades. If I flunk English, I can't graduate next year.

I don't care a flip for Maybelle anymore. It's only this thing between Sucker and me that is the trouble now. We don't speak, except when we have to in front of the family. I don't even want to call him Sucker anymore. Unless I forget, I call him by his real name--Richard.

More than anything I want to be easy in my mind again. I miss the way Sucker and I were. I sometimes think that if we could have it out in a big fight, that would help. But I can't fight him because he's four years younger. Besides, this look in his eyes makes me almost believe that if Sucker could kill me, he would.

McCuller, Carson. "Sucker" in Scholastic Scope, New York: Scholastic, Inc., Volume 33, No. 1, September 7, 1984, pages 12-14.

1. What reasons does Pete, the narrator, give for his decision to treat Sucker well?

_____

_____

_____

_____

_____

2. What reasons does Pete give when he lashes out at Sucker later in the story?

_____

_____

_____

_____

_____

3. Why did Sucker want Pete to think of him as a brother?

4. Why did Sucker change his attitude towards Pete?

5. What other changes did Pete notice in Sucker?

6. Is there anything Pete could do to improve their relationship?

LABORATORY EXERCISE THREE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

IDENTIFYING EXPLICITLY STATED CAUSE AND EFFECT

Discussion: Read the following excerpt from Modern Chemistry by H. Clark Metcalfe.

Temperature and Heat

Temperature and heat are different but related physical quantities. Temperature is the property that determines the direction of heat transfer. If a system, a body of matter, has a higher temperature than its surroundings, energy is lost by the system. For example, if you heat an iron nail in a flame, it cools to room temperature when you remove it from the flame. If the temperature of a system is lower than its surroundings, energy is gained by the system. For example, if you bring a glass of cold milk from the refrigerator into a warm room, the milk will gradually warm to room temperature.

When two systems with different temperatures are in contact, the warmer system cools as it gives up heat and the cooler system warms as it acquires heat (as long as neither system experiences a change of phase). As an example, if a heated nail is dropped into a beaker of water, the nail will cool and the water will warm until they both are the same temperature. When the temperatures of the two systems are equal, no further net transfer of heat occurs. The two systems are said to be in thermal (heat) equilibrium. It follows that systems in thermal equilibrium have the same temperature.

Metcalfe, H. Clark, John E. Williams, and Joseph F. Castka. Modern Chemistry, New York: Holt, Rinehart, and Winston, 1978, pages 15-16.

Directions: Answer the following questions pertaining to the excerpt from Modern Chemistry.

1. Why does a glass of cold milk get warm when left sitting on a table?

_____

_____

_____

_____

_____

2. When the hot nail is dropped into the water, what happens to the water?

_____

_____

_____

_____

_____

LABORATORY EXERCISE FOUR

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

IDENTIFYING THE UNSTATED EFFECT FROM THE GIVEN CAUSE

Discussion: In Susan Kirby's "Tree Farm" an eccentric old man teaches a young man an important lesson. Investigate this important lesson by reading this short story.

Vern was pulling on a T-shirt when his mother got home from work.

"Where are you off to, Vern?" She gave him a smile that was more cheerful than it had been in a while.

He grinned back at her. "I'm going down the street to mow Tree Farm's yard."

"His name is Mr. Winters, and don't you forget it." She followed him out to the porch. "Show some respect for your elders."

Vern grinned again. "You have to admit that old man earned his nickname. First he planted all those trees in his yard. And now he treats them as if they were sacred."

"It's his yard," she pointed out.

"Yeah, and I must be desperate to mow it. I have to pick up a ton of sticks before I even start the mower. Then I have to circle those crazy trees until I'm dizzy. I have to fight the roots and dodge the branches--all for a few dollars."

"If the job is so bad, maybe you should quit it," she said.

"We need the money."

"After Robert and I are married, there will be more money to go around."

"We don't need Robert!" he said angrily. "We're getting by." His temper boiled when he heard the name of the man who now spent so much time with his mother.

"There's more to life than getting by, Vern." She reached out to touch his arm, but he backed away. "We'll discuss this when you're in a more reasonable mood."

He got the mower out of the garage and filled it with gas.

"Vern," his mother called, "be back in time to clean up for supper. Robert will be here." She let the screen door slam behind her as she went inside.

Vern pushed the mower ahead of him along the walk. He decided that he would not go home until long after dark. He couldn't stop her from marrying that jerk. But he didn't have to be polite to him. He wasn't going to sit through another meal with him, saying, "Yes, sir" and "No, sir" to his questions.

Mr. Winters' place wasn't far, and Vern took his time getting there. No matter how many times he went, he always felt he was entering another world. The trees stood crowded together, competing for space, sunlight, and rain.

Vern spotted the old man picking up sticks beneath a tree. "That's a trashy tree!" Vern called. "It drops too many twigs and branches."

The old man straightened up and stared at Vern. "Don't be hasty with your judgment. This tree is a fast grower, and there's plenty of good wood here."

"What's the use of the wood?" Vern argued. "You won't ever cut it down."

"Someone might, so I guess that's the use of it," the old man replied. "You're late. I did the picking up myself."

Vern waited for Mr. Winters to step out of the way. Then he pulled the cord on the mower. It sputtered to life, and he guided it among the trees.

The afternoon sun burned into him. But he kept his shirt on to protect him from slapping branches. When the front yard was finished, he turned off the mower and took a break.

"I hear your mama is marrying that banker fellow," the old man said.

"The guy's a jerk," Vern said as he sat down beside the old man.

"I've heard he's decent enough," the old man said. "I'm sorry to hear you're not happy about their getting married."

Vern wanted to tell him to mind his business. Instead he asked, "Why did you plant all these trees, Mr. Winters?"

The old man gazed at the mass of trees. He was quiet so long that Vern decided he wasn't going to answer.

Vern stood up and said, "I guess I'll go back to work."

"I planted them because I felt a need to," the old man said. "When I was a careless young man, I bought this place. Only one tree stood upon the lot. It was a young apple tree, and it stood in front of that window. When winter came, it didn't drop more than half its leaves. I figured that was a sign it was dying, so I chopped it down."

He frowned as he went on. "But guess what? Where the axe had cut through the trunk, it was green and wet with sap. It had been alive! If I had only given it a chance instead of thinking it was worthless..."

He stood up and walked slowly over to a tree. Vern followed him.

"For the rest of the winter, I was bothered by what I had done. So I planted this tree in the spring. It's a type of tree that came from China. But, you know, it couldn't take the place of that little apple tree. So I planted another tree, then another. Each one had something to offer, but none of them could make up for the apple."

"Why didn't you just plant another apple tree?" Vern asked.

"I thought if I did, I'd quit missing the first apple tree. And then I'd forget the lesson I had learned."

As Vern ran the mower again, he wondered what kind of crazy lesson the old man had learned. No wonder people laughed and called him "Tree Farm." His ideas were odd.

It was cooler by the time Vern finished the job. He knew that Robert would soon be sitting down to supper with Mom. And Mom would be wondering where Vern was. He walked slowly to the house to get his pay from the old man.

"Thanks, Mr. Winters." He put the money in his pocket and turned to leave.

"Vern, it's none of my business, but do you know this banker fellow well?"

"As well as I care to," Vern answered.

"You shouldn't make snap judgments about people, anymore than about trees," the old man said. "To say that a fellow is worthless--without giving him a chance--is like cutting down a tree in winter."

Vern dug the toe of his shoe into the dirt.

"Are you going to cut that banker fellow down?" the old man asked quietly.

Vern turned and left. He knew what the old man meant. He meant that Vern's judgment was hasty and unfair. But did the old man know how it would feel to have someone he hardly knew move into his place?

Yes, he decided. The old man knew. Someday when he was gone, a stranger would buy his place and cut down most of the trees. But that wouldn't make the old man's planting them useless. Those trees had filled a need.

Vern's step quickened as he headed home.

Kirby, Susan. "Tree Farm" in Scholastic Scope, New York: Scholastic, Inc., Volume 33, No. 7, November 2, 1984, pages 10-11.

Directions: Complete the following questions pertaining to "Tree Farm" by Susan Kirby.

1. Why did Mr. Winters plant so many trees? How did the memory of the apple tree affect him?

_____

_____

_____

_____

_____

2. What effect do you think Vern's conversation with Mr. Winters had on his attitude toward Robert?

_____

_____

_____

_____

_____

LABORATORY EXERCISE FIVE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

IDENTIFYING AUTHOR'S POINT OF VIEW

Discussion: Read the following excerpt from Wallace Stegner's "The Foreigner."

> After almost a quarter of a century, I remember Mah Li better than anyone else in the town where I grew up. Sometimes I catch myself remembering him in the same way I remember the colt my father gave me when I was nine. I loved Mah Li as I loved the colt. But I didn't realize how much either one meant to me at the time.
>
> Mah Li called me O-Five because O-5, our laundry mark, was easier for him to say than Lederer. Every Monday morning, he appeared at our back door with his basket. He got our laundry, smiled, and bobbed, so that his pigtail twitched like a black snake.
>
> I can picture him and his brother Mah Jim, who ran a restaurant, sitting in their kitchen with a candle on the table between them. They'd play cards in silence. That picture seems sad now--a symbol of their loneliness.
>
> Mah Li and Mah Jim were the only Chinese in town. Some of the white men kidded them about the baggy pants and loose blouses they wore. The kids who hung around the restaurant pulled their pigtails. They asked the brothers if they really kneaded dough with their bare feet. Did they really spit in the soup of people they didn't like?

Stegner, Wallace. "The Foreigner" in Scholastic Scope, New York: Scholastic, Inc., Volume 33, No. 5, October 12, 1984, page 5.

Directions: Answer the following questions pertaining to Wallace Stegner's "The Foreigner."

1. Who are the "foreigners" in this passage?

_____

_____

_____

_____

_____

2. What makes them "foreign"?

3. From whose point of view do we learn about Mah Li and Mah Jim?

4. Is the story more meaningful because it is told from O-Five's point of view?

LABORATORY EXERCISE SIX

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

DETECTING BIAS

Discussion: Political columnists present their opinions as they report events. Read this column by James J. Kilpatrick which appeared in the Louisville Courirer-Journal just a few days before the 1984 general election.

THE PARTY LABEL: ALL IMPORTANT IN SENATE RACES

WASHINGTON--In politics, as in most games of skill, the world is divided into professionals and amateurs. The big difference between them is that the pros act from their heads and the amateurs act from their hearts. Put another way, the pros know the importance of party and the amateurs don't.

At the federal level, which is what we're mainly concerned with on Tuesday, party labels approach the be-all and end-all. Never mind party allegiance. That's something else; it's the label that matters.

On Capitol Hill we count noses on the opening day of Congress, and we do not count liberal noses or conservative noses, or North or South or East or West noses. In each chamber we count Republican and Democratic noses.

We count them in this fashion for reasons that professionals understand and amateurs ignore. The first of these reasons is that the party in power controls the appointment of committee staff. For all the derision that is heaped upon them, the truth is that most members of the House and Senate work hard at their jobs. A larger truth is that the most significant work is done not by the members but by the faceless aides who toil in anonymity in in the committee rooms.

Members of Congress rarely draft their own bills and resolutions. They have staff to do this. Staff people line up witnesses for hearings; they draft agendas, prepare amendments, write the committee reports that constitute "legislative history."

Some staffers are public servants who make a career of committee work regardless of shifts in political power, but the key people are political appointees who have been ideologically vetted by their patrons.

This is why such vital importance was attached to the senatorial elections of 1980. For the first time in 20 years, Republicans gained control of the Senate. They took over the chairmanships of the committees, and with these offices they gained control of majority staff. As the majority party, the Republicans were able to elect Howard Baker as majority leader, and Baker was able to fix the Senate's schedule.

I recite these elementary lessons by way of expressing impatience with those amateur Republican conservatives who are seeking to defeat Republican Sen. Charles Percy in Illinois.

This is playground stuff. The ideologues of NCPAC (the National Conservative Political Action Committee) are not using their heads. They are acting from some other part of their collective anatomy--the adrenal glands, perhaps, or the bile ducts. Their dislike of Percy is so passionate that they are willing to risk not only the election of the ultraliberal Paul Simon in Percy's place; they also are willing to risk control of the Senate. This is political madness. They're not playing hardball; they're playing beanball.

Things are different in the House. There the Democrats have a comfortable margin of 100 seats. Next week's election will see serious contests in only 50 of the 435 House districts. Most of the guessing is that the Republicans will pick up 15 to 20 seats, but Democratic control will never be in doubt. In the Senate, by contrast, the Republicans' control is by a margin of 55 to 45. If they lose six seats, there goes the old ball game.

Democrat Robert Byrd of West Virginia will return as majority leader; such old-line Democrats as John Stennis of Mississippi and Russell Long of Louisiana will return to key committee chairmanships; new staff directors come in.

Am I stressing form over substance? I suppose I am. Once Congress gets under way, ideology and idealism become the paramount considerations. Then conservatives may complain to their hearts' content about the liberalism of Percy of Illinois and Charles Mathias of Maryland. After the opening day, Democrats have the same right to howl at their boll weevil brothers.

In the best of all possible worlds, we would abandon the old labels of Republican and Democrat, and we would reorganize our parties sensibly as Conservatives and

Liberals. Come the millennium, maybe that will happen. Don't hold your breath.

Meanwhile, be assured that the party pros know exactly what they're doing in urging a vote by party labels on Tuesday. More is at stake in the close Senate races than the fate of a Chuck Percy, a Jesse Helms, a Roger Jepsen. We're talking control of the Senate. The kids at NCPAC need to grow up.

Kilpatrick, James J. "The Party Label: All Important in Senate Races" in The Courier-Journal, Louisville, Kentucky: The Courier-Journal, Volume 259, No. 124, November 1, 1984, page 15.

Directions: Answer the following questions pertaining to the newspaper column.

1. What is NCPAC?

2. Of what NCPAC activity does Kilpatrick disapprove?

3. List words or phrases that suggest that Kilpatrick is biased.

4. What political party do you think Kilpatrick favors? What passages caused you to come to that conclusion?

LABORATORY EXERCISE SEVEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

EVALUATING PERSUASIVE COMMUNICATIONS

Media Material: Propaganda to Soft Sell: Persuasive Communication, Mount Kisco, New York: Guidance Associates, 1985. (Filmstrip)

Directions: View both filmstrips in the kit. Select one of the following activities to be presented in class.

1. Collect advertisements for parity products - products in which nearly all brands are alike, such as beer, soap, or cigarettes. Analyze each advertisement to see what angle the advertiser took. Which advertisement appeals to you most? Least? Why? (Guidance Associates: 1985)

2. Choose certain advertisements that you find misleading or untruthful and rewrite them to provide valuable consumer information. (guidance Associates: 1985)

3. Collect and categorize advertisements according to the advertising technique or claim that they use. (Guidance Associates: 1985)

4. Read an editorial from a current newspaper, and write an editorial giving an opposite view.

LABORATORY EXERCISE EIGHT

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

RECOGNIZING SPECIAL INTEREST PERIODICALS

Activity 1

Directions: For each article listed, match the magazine title most likely to contain an article on that topic.

_____ 1. "What to Wear on Your First Day of High School"

_____ 2. "Stretching Your Fertilizer Dollars"

_____ 3. "How to Plan a Dinner Party for Twenty"

_____ 4. "Exploring Australia's Outback"

_____ 5. "The Presidential Election"

_____ 6. "A Teen's View of the Movies"

_____ 7. "Hunting Wild Turkeys"

_____ 8. "Hickory the Appalachian Trail"

_____ 9. "Winter Pasture for Beef"

_____ 10. "Best Values in Track Shoes"

_____ 11. "Tax Reform Clears the House"

_____ 12. "Bluegill - The Most Fight per Ounce"

A. Successful Farming in the South

B. National Geographic

C. Field and Stream

D. Runners' World

E. Seventeen

F. Newsweek

G. Ladies' Home Journal

Activity 2

Directions: Read the Table of Contents from an issue of each of these magazines. Identify the special interest to which each magazine appeals.

1. Plain Truth

2. Panorama

3. Guidepost

4. Rural Kentuckian

5. Rotarian

LABORATORY EXERCISE NINE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

UNDERSTANDING THE MAIN IDEA
AND MAKING INFERENCES

Media Material: "How to Get the Most from What You Read: Understanding the Main Idea and Making Inferences," Mount Kisco, New York: Guidance Associates, 1985. (Filmstrip)

Directions: View filmstrips three and four from the Guidance Associates kit How to Get the Most from What You Read: Understanding the Main Idea and Making Inferences. State the main idea for each selection on the Student Activity Card.

LABORATORY EXERCISE TEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

Media Material: "How Free is Today's Press," Your Newspaper, Chicago, Illinois: Globe Filmstrips, 1975. (Filmstrip)

Directions: View filmstrip six from the Globe Filmstrip kit Your Newspaper. Complete the following activities:

1. Find at least two examples in daily newspapers of criticism of public officials.

2. For what are the officials being criticized?

3. What facts are presented to support these criticisms? Are these facts verifiable?

SECTION THREE: RESEARCH SKILLS

WRITING LABORATORY

EXERCISES

BY

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DR. STEPHEN W. TOWLER
SUPERINTENDENT OF SCHOOLS
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NOVEMBER 15, 1985

INTRODUCTION

The purpose of research is to become more knowledgeable about a topic. Through research, one can become more informed and knowledgeable about the world. With all the advances in learning during the past few decades, one needs to stay abreast of all the latest developments in the various fields of human endeavor. The purposes of research are to seek out the most authoritative and current information about a topic and to prepare a manuscript for sharing that information with the reader.

In writing a research paper, the student should be aware of the seven steps in developing a formal study. These steps include: (1) selecting and limiting the subject; (2) proparing a working bibliography; (3) formulating a temporary thesis and preparing a preliminary outline; (4) reading and taking notes; (5) assembling notes and writing the final outline; (6) writing the first draft; and (7) writing the final draft with footnotes and bibliography.

This section of the laboratory manual provides exercises designed to develop mastery in completing the seven essential steps. Further, students will be given an opportunity to complete their own original research.

LABORATORY EXERCISE ONE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

SELECTING AND LIMITING
THE RESEARCH SUBJECT

Discussion: Perhaps, the most important step to completing a successful research paper rests in selecting and limiting the research topic. If your topic is too broad, the task of completing the research topic becomes overwhelming. Also, each student must choose a research topic that will require multi-sources. Further, it is very important that the research material is available in the libraries that the student may use. It can be very frustrating to choose a topic which is unavailable in the local libraries.

In selecting and limiting the research topic, students need first to choose ten subjects that would be suitable for research. Since this research study is going to require a large amount of time and effort, students need to choose topics which personally interest them. There is no more unpleasant task than choosing a topic that has no interest for the researcher.

Illustration: Your teacher has asked you to compile a list of ten possible topics which could be used as possible broad subject areas. Each of these broad topics is not suitable for the final paper. Rather, you will have to reduce the scope of the paper by narrowing the topic.

Possible broad research topics might include:

1. World War II
2. Medicine
3. Earthquakes
4. The Cold War
5. The Two Party System
6. Atomic Energy
7. Health Care
8. Baseball
9. Shakespeare's Plays
10. Modern Music

Obviously, any of the previously identified topics are too broad. You would need to narrow them to a more manageable size. For example, the topic World War II might be narrowed in this fashion.

I. World War II

1. The history of World War II
2. The history of the War in the Pacific
3. What caused Pearl Harbor?

Still another example may be illustrated by examining the topic Medicine.

II. Medicine

1. Twentieth century medicine
2. Medicine's modern miracle drugs
3. The development of penicillin

Directions: Using the previous examples as models, narrow the following broad topics:

III. Earthquakes

1. _____
2. _____
3. _____

IV. The Cold War

1. _____
2. _____
3. _____

V. The Two Party System

1. _____
2. _____
3. _____

VI. Atomic Energy

1. _____
2. _____
3. _____

VII. Health Care

1. _____
2. _____
3. _____

VIII. Baseball

1. _____

2. _____

3. _____

IX. Shakespeare's Plays

1. _____

2. _____

3. _____

X. Modern Music

1. _____

2. _____

3. _____

LABORATORY EXERCISE TWO

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

IDENTIFYING YOUR
RESEARCH TOPIC

Media Material: The Research Paper. (Chicago, Illinois: Society for Visual Education, 1984).

Textbook Reference: Warriner, John E. and Francis Griffith, English, Grammar and Composition: Complete Course, New York, New York: Harcourt, Brace, Jovanovich, 1977, pp. 443-445.

Directions: After reviewing the previously identified materials and completing Laboratory Exercise One, you should be able to complete your own broad list of research topics. In the spaces which follow, list ten subjects of either national or personal interest that would be appropriate for research purposes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Directions: Using the narrowing techniques developed in Laboratory Exercise One, refine the list of ten broad topics that you developed in the first part of this lesson. Remember, the third step should be sufficiently limiting to be a suitable research topic.

I. _____

1. _____

2. _____

3. _____

II. _____

1. _____

2. _____

3. _____

III. _____

1. _____

2. _____

3. _____

IV. _____

1. _____

2. _____

3. _____

V. _____

1. _____

2. _____

3. _____

VI. _____

1. _____

2. _____

3. _____

VII. _____

1. _____

2. _____

3. _____

VIII. _____

1. _____

2. _____

3. _____

IX. _____

1. _____

2. _____

3. _____

LABORATORY EXERCISE THREE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

PREPARING A WORKING
BIBLIOGRAPHY

Discussion: When you have selected your subject, you are ready to begin preparing your working bibliography. Working bibliographies are usually written on 3" by 5" index cards. Using index cards, you will be able to compile your reference list. Always be sure that one card is used for each reference.

Valuable research tools in compiling this working bibliography include: (1) the Reader's Guide; (2) the Vertical File; (3) the Card Catalog; and (4) a Standard Encyclopedia. However, in the cases of pamphlets, brochures, and newspapers, you will have to obtain the bibliography information from the original source.

Illustration. In order to facilitate your work, the following examples of index cards have been prepared. Be sure to study each example, for you will be asked to complete your own index cards.

① Smith, John, The Horrors of War, New York, Miller and Davis Publishers, 1980.	book
② Campbell, Frank, "World War Two Battles," Newsweek, Vol. 105:50-100, Feb. 10, 1960.	magazine article

(3)

"The Bombing of London," Stars and Stripes, June 1, 1980, p. 3.

newspaper article

(4)

Todd, John, "The Final Days of the War in Europe," Colliers Encyclopedia, Vol. 10, New York, Crowell Colliers Macmillan, 1972, pp. 123-134.

encyclopedia article

Directions: Using the completed index cards as examples, prepare ten working bibliography cards relating to your own research topic. Be sure to limit each card to only one bibliography entry.

LABORATORY EXERCISE FOUR

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

FORMULATING A THESIS

Discussion: A thesis is a broadly stated objective which defines the scope and purpose of the research. Further, the thesis is the central theme or objective around which the research paper is developed. The following example of an introduction and a stated thesis was written by Ms. Kathy Sutherland, a former student at West Hardin High School located in Stephensburg, Kentucky 42781.

INTRODUCTION

When religious cults first began to form in the late 1960's, they were considered to be a mere fad. By the mid-1970's, however, they had become firmly established in the structure of society. Americans knew they could no longer ignore cults, as ex-members began to disclose the truth about cult life and after the unforgettable mass suicide of cult members in Guyana occurred in 1978. As a result, the cults' beliefs and activities have become the center of considerable controversy and are being investigated.

The purpose of this paper is to determine why people join these cults and to identify who the typical recruits are. The experiences that cult members have while living in a cult and as they return to society will also be discussed.

Directions: In the spaces provided write a rough draft of your introduction to your research paper.

_____

_____

_____

_____

_____

LABORATORY EXERCISE FIVE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

PREPARING A PRELIMINARY OUTLINE

Textbook Reference: Warriner, John E. and Francis Griffith, English, Grammar and Composition: Fourth Course, New York, New York: Harcourt, Brace, Jovanovich, 1977, pp. 284-287.

Discussion: The preparation of a preliminary outline is an essential step in the writing of a formal research paper. You should be aware that without an outline, your paper may be unorganized and rambling in content. A well developed topical outline can serve as a road map for the writer. Therefore, a thorough understanding of the outlining process is essential, if the writer is to achieve an acceptable research paper. The following rules should be adhered to in developing a topical outline:

1. The title of the research paper should precede the body of the outline;

2. The statement of purpose should follow the title;

3. In the body of the outline, Roman numerals should be used to identify the main topics;

4. Capital letters are used to denote principal subtopics;

5. Divisions within the principal subtopics are denoted first by small letters, second by Arabic numerals in parentheses, and third by small letters in parentheses.

Illustration: The following outline is based on a research paper by Angie Greer who was a 1984 graduate of West Hardin High School. A copy of the completed text is contained in the Appendix section of this laboratory manual.

LOUISVILLE: THE FIRST FIFTY YEARS

Statement of purpose: To investigate the first fifty years of the city of Louisville, Kentucky.

I. Early explorers of Louisville

   A. French explorers

      1. Rene Robert Cavalier
      2. LaSalle

B. George Rogers Clark

1. Temporary fort
2. Capture of British outposts

a. Kaskia
b. Cahokia
c. Vincennes

II. First settlement of Louisville

A. The Virginia Charter of 1780
B. The flood of 1780
C. The establishment of the town

1. Richard Chenoweth
2. Barthelemi Tardiveau

a. Economic growth

(1) furs
(2) flour
(3) land

b. Construction efforts

3. Hardships endured by the settlers

1. Burning of the courthouse
2. Earthquakes of 1811 and 1812
3. Diseases effecting the populus

a. Fever epidemic
b. Smallpox

D. The development of the river

1. Building of the Portland Canal
2. Increase in shipping enterprises

Directions: In the spaces provided, construct your own preliminary outline.

LABORATORY EXERCISE SIX

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

READING AND TAKING NOTES

Discussion: Perhaps the greatest skill that you can develop in the research process is the ability to take notes. Research notes are usually written on 4" by 6" index cards. Using index cards, you will be able to better organize your research notes.

In taking notes, all students should be concerned with major items and the pertinent information that must be documented in the text body. These items include: (1) author's name; (2) title of publication; (3) place of publication; (4) date of publication; and (5) page number. Further, this information must be included in both the cited footnote and bibliography. The following illustration is an example of a prepared note card.

SAMPLE NOTE CARD

Introduction to Women's Gymnastics

796.4 Drury, Blanche Jessen

Introduction to Women's Gymnastics
[by] Blanche Jessen Drury
[and] Andrea Bolo Schmid.
New York: The National Press, 1973
112 pages, illus., bibl.

1. The origin of women's gymnastics dates back to the ancient Egyptians of about 1000 B.C.

2. "Women's gymnastics has today risen to the forefront of women's athletic competition." (p.102)

Directions: Using the completed note card as an example, prepare ten note cards relating to your own research topic. Then, assemble your cards in a logical and sequential order.

LABORATORY EXERCISE SEVEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

WRITING FOOTNOTES

Textbook Reference: Warriner, John E. and Francis Griffith, English, Grammar, and Composition: Complete Course, New York, New York: Harcourt, Brace, Jovanovich, 1977, pp. 454-457.

Discussion: Perhaps, the most technical part of a research paper is the writing of the footnote citations. At the present time, there is no universal system for footnoting. Therefore, you should be aware that differences may exist from school to school or from department to department within the same educational institution. The following examples are drawn from the form developed in the textbook reference in this exercise.

A. Footnotes for a Book:

[1] John T. Smith, The American Dream, New York: Ginn and Company, 1981, p. 72.

[2] Gerald H. Thomas, The American Court System, New York: Ginn and Company, 1982, pp. 46-47.

B. Footnotes for a Magazine Article:

[3] Richard Jones, "Making the American Dream," Life, 107, March 6, 1948, p. 36.

[4] James Allen, "Dreams Can Come True," People, 27, May 8, 1983, p. 42.

C. Unsigned Newspaper Article:

[5] "Reaching the American Dream." Washington Post, July 4, 1984, p. 27.

D. Signed Newspaper Article:

[6] John Evans, "Harry S. Truman and the American Dream." Washington Post, July 4, 1983, p. 25.

E. Signed Encyclopedia Article:

[7] Mary Simpson, "Agriculture in America," World Book, 1972 ed., Vol. 1, p. 62.

F. Unsigned Encyclopedia Article:

8 "Industry in America," World Book, 1972 ed., Vol. 8, p. 27.

Directions: Using the following information, write the footnotes in proper form.

A. Type of Footnote: Book

1. Author: Mary T. Smith
   Title: The Making of America
   Cited Reference: Page 10
   Source: Ginn and Company, 1981, New York

2. Author: James C. Jones
   Title: America in the Twentieth Century
   Cited Reference: Pages 67-68
   Source: American Book, 1983, New York

3. Authors: William Jones and Mary Simpson
   Title: The Industrial Revolution
   Cited Reference: Page 82
   Source: Random House, 1982, New York

4. Authors: Ronald Bryant and Susan Jones
   Title: The American Car
   Cited Reference: Page 84
   Source: Bell Books, 1984, New York

5. Author: Ronald Allen
   Title: America in World War II
   Cited Reference: Page 18
   Source: Apple Book Company, 1985, New York

B. Type of Footnote: Magazine Article

6. Author: Ben Allen
   Title: You Can Make a Million
   Source: Life Magazine - Volume II - March 12, 1936 - Page 22

7. Author: James Kirk
   Title: Becoming a Stock Broker
   Source: Fortune - Volume 12 - May, 1970 - Page 22

8. Author: Ernest Jones
   Title: How to Save Money
   Source: Boy's Life - Volume 14 - April, 1962 - Page 18

C. Type of Footnote: Newspaper Article

9. Author: Unsigned
   Title: The American Dream is Alive
   Source: Washington Post - July 4, 1972 - Page 27

10. Author: Ben Cross
    Title: To Dream the American Dream
    Source: New York Times - April 27, 1972 - Page 18

LABORATORY EXERCISE EIGHT

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

WRITING THE BIBLIOGRAPHY

Textbook Reference: Warriner, John E. and Francis Griffith, English, Grammar, and Composition: Complete Course, New York, New York: Harcourt, Brace, Jovanovich, 1977, pp. 457-459.

Discussion: At the conclusion of the research paper, a bibliography is required. A bibliography provides the reader with the sources consulted by the author. Both periodicals and books are included in the listing. In developing the bibliography, it is very important that the student has complete and detailed note cards, since the bibliography will be compiled from this material.

The following bibliography illustrates the form and correct style for this very important component of the research paper. Please note that each entry is labeled as to type of research material. In an actual bibliography these labels would be omitted.

BIBLIOGRAPHY

Clayton, Marian S. "Religious Cults," Today's Education, September/October 1979, pp. 74-76. (Magazine Article)

Cornell, George W. "The Guru Cults--Religion or Exploitation?" Reader's Digest, February 1976, p. 100. (Magazine Article)

Delgado, Richard. "Limits to Proselytizing," Society, March/April 1980, pp. 25-31. (Magazine Article)

Edwards, Christopher. Crazy for God. Englewood Cliffs: Prentice-Hall, Inc., 1979. (Book)

Levine, Edward M. "Deprogramming Without Tears," Society, March/April 1980, pp. 34-36. (Magazine Article)

"Religious Cults: Youth Magnet." U.S. News & World Report, June 14, 1976, p. 53. (Magazine Article)

Richardson, James T. "Brainwashing," Society, March/April 1980, p. 19. (Magazine Article)

Singer, Margaret. "Coming Out of the Cults," Psychology Today, January 1979, pp. 72, 75-76, 79-80. (Magazine Article)

Slade, Margot. "New Religious Groups: Membership and Legal Battles," Psychology Today, January 1979, p. 81. (Magazine Article)

Stoner, Carroll and Jo Anne Parke. All Gods Children. Radnor: Chilton Book Company, 1977. (Book)

Directions: Using the previous examples, compile a bibliography with ten references.

LABORATORY EXERCISE NINE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

THE INFORMAL RESEARCH PAPER

Discussion: The informal research paper may be used as a tool to help you develop basic research skills. This paper may be described or defined as a report, summary, abstract, paraphrase, or precis. The informal research paper is usually done on a single informational source such as a magazine article, newspaper article, encyclopedia article, or book. In compiling the paper, students will need to read the information and take notes. In most cases, students complete the informal research paper by paraphrasing (use their own words) the information. However, students may choose to use a direct quotation from the original source. The final report or paper should be no longer than one-third the length of the original article.

In all cases, students must document the information in the report. Therefore, the student should include a footnote at the end of the paper with the following components included: (1) author; (2) title of article in quotes or title of book denoted by underlining; (3) name of magazine denoted by underlining; (4) volume number, if applicable; and (5) page number(s).

Your teacher may wish to provide you with a form for this documentation. This form may be attached to the front or back of the paper. The following form is an example of a suitable documented reference.

The Informal Research Paper

Name of Student _____

Class _____ Date _____

Title of Report _____

Title of Article or Book _____

Author of Article or Book _____

Issue of Magazine _____

Page References _____

Publisher (if source is book) _____

_____

Place of Publication _____

Copyright Date _____

Directions: Choose an article from a newspaper, magazine, or encyclopedia and write an informal research paper using the previously identified guidelines. Be sure that your final product is no longer than one-third the length of the original article.

LABORATORY EXERCISE TEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

GRADING THE INFORMAL
RESEARCH PAPER

Directions: After you have completed your informal research paper, exchange your finished copy with a fellow student. Then, evaluate the informal research paper using the following criteria.

Title of Paper _____

Author's Name _____

In evaluating this paper, the reader should employ the following rating scale:

Rating	Description
5	Superior Effort
4	Above Average Effort
3	Average Effort
2	Below Average Effort
1	Very Poor Effort

Evaluation Question	Circle the Appropriate Rating				
1. Was the information on the topic adequately covered?	1	2	3	4	5
2. Was the information well organized?	1	2	3	4	5
3. Was the information clearly presented?	1	2	3	4	5
4. Was the information paraphrased?	1	2	3	4	5

Evaluation Question	Circle the Appropriate Rating				
5. Was the paper grammatically correct?	1	2	3	4	5
6. Was the paper prepared neatly?	1	2	3	4	5
7. Was the footnote in proper form?	1	2	3	4	5
8. Was the paper interesting?	1	2	3	4	5

Overall Scoring: In order to compute an average score, the evaluator sums the raw scores and divides by eight. The resulting score will range from one (1) through five (5).

Suggestions for Improvement: List below your suggestions for improving this informal research paper.

Appendix Section

A Model Research Paper

LOUISVILLE: THE FIRST FIFTY YEARS

by

Angie Greer

Submitted in Honors English IV

May 1984

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BIBLIOGRAPHY.....10

INTRODUCTION

What was the beginning of Louisville? Was it LaSalle's brief landing at the Falls in 1676 when he was in search of California? Was it the visits of wandering frontiersmen and scouts during the century after LaSalle's unheralded stop? Was it the leadership of George Rogers Clark, a man who found himself saddled with settlers when he was primarily concerned with fighting in the Revolutionary War? Can any of these happenings receive sole credit for the beginning of Louisville? No. A city the magnitude of Louisville takes more than days or months to form--it takes years. The first fifty years at the Falls of Ohio (1778-1828) were the most important; they were the groundwork for the Louisville of today.

The purpose of this paper is to outline the city of Louisville's beginning--its first fifty years. The settlement of Corn Island, the move to the Kentucky shore, the River Era, and the people involved along the way will be highlighted.

BRIEF HISTORY

French explorer Rene Robert Cavalier, Sieur de LaSalle is the first man mentioned in Louisville's recorded history. LaSalle, credited with being the first white man to visit the area, set foot on land at the Falls of Ohio as he travelled in search of California in 1669. Although some frontiersmen explored the area from time to time, it was nearly a century before interest perked up. Two British officers surveyed the Falls in 1776. A Captain Hutchins drew a map of the unsettled area in that year, also. (4,15-16)

George Rogers Clark arrived with a small band of pioneers and his militia of approximately one hundred-fifty men in the spring of 1778. The eager settlers made a temporary home on Corn Island, which Clark deemed easy to defend against Indian attacks. It was from this temporary fort that he and his men marched toward three important British outposts on the Mississippi and Wabash rivers. Clark and his men were victorious at Kaskia, Cahokia, and Vincennes. (4,16)

Upon receiving permission from the victorious Clark, the settlers moved to the Kentucky shore during the Christmas season of 1778. (2,19) The Falls, a strategic location, became a popular stopover point and trading post. This growth led the Virginia legislature to grant Louisville its first official charter on May 1, 1780. (4,16)

But along with the settlement's first charter came the first of many crises to be weathered by the sturdy outpost. A flood in the spring of 1780 nearly devastated the fledgling town.

Confusion over currency was rampant; land warrants, coins from all over the world, animal skins, tobacco, produce, and paper money were all acceptable for trade. Inflation raged--one thousand dollars of printing press money equalled one Spanish dollar. Dr. George Hartt, Louisville's first doctor, presented the following bill to George Clews for the treatment of a young child:

To 8 doses Calomel	$240.00
To 4 blistering plasters for your child	240.00
	$480.00 (4,19-20)

The 1780's and the 1790's were stagnant in almost every aspect except geographical growth. Indian raids and threats of British attack frightened away potential settlers. Legislative action suspended the sale of lots for a time. The vagaries of Spanish policy on navigation of the Mississippi seriously hampered the development of river trade. (5,24)

Despite fate's heavy hand, some progress was made during Louisville's first two decades. Richard Chenoweth erected Fort Nelson, the strongest fortification west of Fort Pitt, Pennsylvania, in 1781. A firm trade of furs, flour, and land was established by French immigrant Barthelemi Tardiveau shortly after his arrival in 1781. (5,19-21) The year 1789 saw the first brick house in Louisville. (4,20) The burning of the courthouse in 1787 was a blow to the young government, but a stone structure took its place grandly in 1788. (4,23)

Louisville's population pushed eight hundred at the turn of the century. A newspaper called "Farmer's Library" lent those eight hundred citizens an atmosphere of culture when it began publishing on January 18, 1801. However cultured they may have been, Louisvillians had not yet developed an organized banking system. Note shavers, carrying large collections of notes and papers in their bell-crown hats, discounted notes and lent money at exhorbitant rates of interest. (4,20)

In October, 1811, "Orleans," the first steamboat on the Ohio, moored at the Falls en route to New Orleans from Pittsburgh. (4,20) While this marked the beginning of the River Era, there were still setbacks. Violent earthquakes rocked the village from December of 1811 until the early spring of 1812. The continuous shaking wrecked buildings, disrupted business, and threatened the continued existence of the trading post. Smallpox ravaged the community in 1817, and it was feared that the village would be wiped out. A fever epidemic scourged the town so badly in 1822 that Louisville was avoided by travellers. (4,23)

Louisvillians who survived earthquakes, smallpox, and fever soon witnessed a rebirth in the port. General LaFayette brought out the festiveness in them when he visited in May of 1825. The citizens honored him with street processions and flowers strewn in his pathway. River traffic was increasing so rapidly by this year that the Louisville and Portland Canal Company sought incorporation from the legislature and began work on a canal around the Falls. (4,24)

The completion of the canal around the Falls caused a dramatic decrease in the portage business, but Louisvillians boosted themselves up and into the world of manufacturing. Louisville received its first charter from the Kentucky legislature on February 13, 1828. The new board of trustees and Mayor J. C. Buckles were ready to usher in the next fifty years.

SETTLEMENT

Corn Island

"Some rows up, but we rows down,
All the way to Shawnee town,
Pull away, pull away, away on down
To Shawnee town!"

The men accompanying George Rogers Clark to the Falls sang that song as they guided rafts down the Ohio. (2,8) Lieutenant Clark had originally planned on a military expedition to the Falls, but persistent people from Redstone-Old Fort, Pennsylvania, persuaded him to let them come to settle in Kentucky. (2,3)

On May 27, 1778, the rafts landed on an island where wild corn grew. Clark allowed twelve-year-old George McManness to name the island. Young George aptly dubbed it Corn Island. (2,11-13) The McManness', Chenoweths, Tewels, Faiths, Reagers, Wothingtons, Grhams, Donnes, Kimbleys, Hunters, Pattens, and four bachelors soon went about fortifying a settlement. (2,3)

In the meantime, Clark and his militia prepared to launch a military expedition in June. While the soldiers fought at Kaskaskia, Cahokia, and Vincennes, the settlers protected and made a home of their island. They waited patiently for permission to settle on the Kentucky shore. (2,17)

The Kentucky Shore

When George Rogers Clark sent word to the Corn Islanders to begin planning a settlement on the Kentucky shore, James Chenoweth drew up plans for the new fort to be situated on the east side of a ravine that entered the Ohio. Chenoweth's plan outlined a fort of twenty thousand square feet. Along each side of two hundred feet, eight double cabins were built. Four double cabins were attached at each one hundred feet end. Two-story blockhouses were found at all four corners. The settlers moved into their new home just before Christmas, 1778. (2,18-19)

Approximately one hundred and fifty soldiers spent the winter at the Falls. Before spring arrived, seven stations had been set up near the Falls: Spring, Floyd's, Sullivan's, Linn's, Bogland's, and Old. Along with these stations, the Falls settlement grew weekly, as settlers trickled in. The increasing population meant that the first native Louisvillian was born. John Donne, Isaac Kimbley, and Thomas Joyes all claim this title. 2,22)

The Court of Kentucky ordered adventurous settlers to remain united in towns and forts, procuring permanent property and electing Trustees to govern the properties. The seven Trustees elected included William Harrod, Richard Chenoweth, Edward Bulger, James Patten, Henry French, Marsham Brashears, and Simeon Moore. These men decided to lay off two hundred half-acre lots, leaving strips for public lots and streets. Each family got one 35 yard by 70 yard plot. The lots, which could only be sold to someone who did not already own one, were to be cleared and cultivated by

BEST COPY AVAILABLE

June 10, 1779. A covered house of 16' X 20' was to be erected before December 25, 1779. (2,23-24) The city itself was laid out in the form of the letter "T." The top extended along the river; the stem projected southward. (1,114) Louis XVI, who aided the U. S. in the Revolution, was honored with the naming of the town after him. (2,24)

RIVER ERA

The river trade in Louisville was limited by Spanish shipping policies until the Pinckney Treaty of 1795. The signing of the treaty meant that trade downstream was no longer at the whim of the New Orleans governor. Free navigation began in 1798, and the "right of deposit" eliminated Spanish import duties on goods shipped abroad. The Kentucky legislature even created the post of Falls pilot to help boats attempting to pass the Rapids. (5,30)

Although the Pinckney Treaty freed trade to some extent, it wasn't until the Louisiana Purchase in 180: that the problems of free navigation were settled permanently. Now, trade boomed. Keelboats came upriver from Louisiana, loaded with sugar, cotton, molasses, and imported luxuries. (5,31) Those trips were rough on the boatmen, whose hero was the legendary Mike Fink. It took a crew three to four months to float a keelboat downstream to New Orleans. The downriver trade, slow as it was, averaged 60,000 tons a year, compared to the 6,500 tons a year upstream. (5,32)

The river trade that made Louisville "a brisk little town" depended largely upon boats unloading at the port before crossing the Rapids. The booming trade dwindled when a canal was built to bypass the Falls in the late 1820's. An era ended.

PEOPLE

Louisville's first settlers were mostly of Scotch-Irish or German descent. Few of them were even first generation Americans. But lineage was not a matter which limited the "character" who came to the town.

While he was hardly an eccentric man, George Rogers Clark qualifies as one of early Louisville's "characters." The Father of Louisville was a brave soldier who returned to the town he'd helped settle after his military career ended. In 1789, Clark retired to his father's Mulberry Hill tract to write about his military expeditions. He spent the nine years before his death with his sister Lucy and her husband William Croghan. The invalid lived in the downstairs bedroom at Locust Grove until his death and interment in Cave Hill Cemetery in 1818. (4,24)

John Sanders moored his big boat to a tree to escape the ravages of the 1780 flood. When the water receded, the vessel was left aground at a point which is identified as the northeast corner of present-day Third and Main. Not to be shaken by the disaster, John remodeled his boat into a store. "Sanders' Keep" flourished when it began issuing negotiable receipts for hides and skins brought in by hunters and trappers. (4,19)

Richard Butler, a visitor to the Falls in 1786, had the following to say about Louisvillians:

> There are several good log houses building here, but the extravagance in wages, and laziness of the tradesmen keep back the improvement of the place exceedingly--in truth I see very little doing but card-playing, drinking, and other vices among the common people...

No doubt Mr. Butler's opinion was influenced by the activities of Cato Watts. Cato, a fine fiddle player, hanged in 1786 for killing his owner John Donne. (3,16-23)

"Louis Ville by nature is beautiful but the handy work of Man has insted of improving destroyed (sic) the works of Nature and made it a detestable place," said Moses Hustin in 1797. He would have been amused by Squire Boone's handiwork. Boone, Daniel's brother, built a house from the water-soaked board of a flatboat in which settlers had come downstream. The hot summer sun beat down on the house and twisted its planks. The house became the laughingstock of the town. Squire, a Baptist preacher, deserted it in a huff. (2,30) Fortunately, Louisville did not have to depend upon Squire's carpentry for its growth in the next fifty years!

CONCLUSION

Louisville's first fifty years as a settlement, which have been highlighted in this paper, were not only the beginning of something remarkable. They were remarkable in themselves. Those early years saw a small island fort move to the Kentucky shore, grow to meet the need for an outpost in the wilderness, and become a vital port on the Ohio.

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SECTION FOUR: COMPOSITION SKILLS

WRITING LABORATORY

EXERCISES

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INTRODUCTION

Mastery of basic writing skills is vitally important, if you are to be successful in school and in your future career. A knowledge of the rules of grammar and their proper usage is necessary for effective written communication. In order to gain this knowledge, you must practice developmental writing tasks that emphasize these various skills. You need to learn how to write clear, concise sentences, using different elements of sentence structure to communicate with the reader. Further, you need to understand the various kinds of writing, such as description, narration, exposition, and argumentation.

There is a need for basic composition skills in all academic areas in school, and students who can master these basic skills enhance their learning and achievement in all academic studies. The following writing exercises will offer tips and activities that will help you develop these composition skills. You should always keep in mind that all students need a command of the written language so that they can write effectively in whatever situation they may encounter, whether that situation be filling out a job application or writing the formal essay.

LABORATORY EXERCISE ONE, TWO, THREE, AND FOUR

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

FUNDAMENTALS OF GRAMMAR

Media Material: "Fundamental Punctuation Practice," Wichita, Kansas: Learning Arts (Software)

Directions: This exercise employs the Radio Shack software package entitled "Fundamental Punctuation Practice." Complete all lessons on the computer. Your teacher may also provide additional directed activities.

Media Material: "The Perfect Sentence: Fragments," Kildeer, Illinois: The Learning Seed (Filmstrip)

"The Perfect Sentence: Run-Ons," Kildeer, Illinois: The Learning Seed (Filmstrip)

Directions: View two filmstrips from the series entitled "The Perfect Sentence." The first filmstrip deals with sentence fragments while the second filmstrip pertains to run-on sentences. A series of follow-up exercises should be completed.

Media Material: "The Perfect Paragraph: Organize the Paragraph," Kildeer, Illinois: The Learning Seed (Filmstrip)

"The Perfect Paragraph: Write the Paragraph," Kildeer, Illinois: The Learning Seed (Filmstrip)

"The Perfect Paragraph: Topic Sentences and Clinchers," Kildeer, Illinois: The Learning Seed (Filmstrip)

Directions: This exercise pertains to the development of the perfect sentence. The instructional material consists of three filmstrips which take the student through the three stages of writing a paragraph. The three individual filmstrips are entitled "Organize the Paragraph," "Write the Paragraph," and "Topic Sentences and Clinchers." A series of follow-up exercises should be completed by the student following each filmstrip presentation.

Media Material: "Writing Complete and Correct Paragraphs," El Toro, California: Weiser Educational, Inc. (Audio Cassette)

Directions: This audio cassette provides students with practice in writing narrative, descriptive, and expository paragraphs. Students should complete the practice exercises which go with "Writing Complete and Correct Paragraphs." Through this writing project, the students will learn the differences in the three kinds of paragraphs.

LABORATORY EXERCISES FIVE AND SIX

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

WRITING CLEAR AND CONCISE SENTENCES

Discussion: Clear writing is a mark of an educated person. This exercise is designed to provide instruction in writing complete sentences by avoiding fragments and run-on sentences. In achieving this goal, it is important that students practice sentence variety to avoid monotony in style and to be concise and explicit. Further, students should learn to write effective sentences through subordination and coordination of ideas. Emphasis should be placed on the imaginative and creative aspects of language.

It is important that all students master the four types of sentences (declarative, interrogative, exclamatory, and imperative) according to purpose. In addition, all students should learn to master the four types of sentences (simple, compound, complex, and compound-complex) according to structure. This mastery will require a knowledge and understanding of clauses and their functions.

Illustrations: The following examples illustrate ways that you can improve your written language.

1. This example illustrates wordiness and redundancy.

   Example: The large, heavy set man with a black beard moved rapidly across the parking lot.

   Improved: The large bearded man moved rapidly across the parking lot.

2. Our second illustration pertains to reducing longer sentence elements to shorter ones.

   Example: Since the bank manager knew the thief had left, he determined the amount of the loss.

   Improved: Knowing the thief had left, the bank manager determined the amount of the loss.

3. Our third set of examples shows how you can reduce clauses and phrases to a single word.

   Clause Example: The man who had been arrested was sitting in the detective's office.

   Improved: The arrested man was sitting in the detective's office.

   Phrase Example: John's education at the college was very long.

   Improved: John's college education was very long.

4. The two most common sentence fragments are phrases and clauses. This set of examples illustrates both types.

   Phrase Example: The man stood at the bus stop. Waiting for the Louisville bus.

   Corrected Example: The man stood at the bus stop, waiting for the Louisville bus.

   Clause Example: I was grateful to my uncle for his money. Which allowed me to purchase the car.

   Corrected Example: I was grateful to my uncle for his money, which allowed me to purchase the car.

5. This example pertains to the combining of two or more short sentences into a longer statement.

   Coordination Example: The fire destroyed the apartment. No tenants were killed.

   Improved: The fire destroyed the apartment house, but no tenants were killed.

6. Ideas may be subordinated to one another through the use of adverb clauses, adjective clauses, and modifying phrases.

   Example: The fire alarm rang at midnight. We vacated the building.

   Subordinated Adverb Clause: When the fire alarm rang at midnight, we vacated the building.

   Example: George Washington was born in Virginia. He was the father of our country.

   Subordinated Adjective Clause. George Washington, who was born in Virginia, was the father of our country.

Example: Mary asked me to bring the picture. It was on the kitchen table.

Subordinated Modifying Phrase: Mary asked me to bring the picture on the kitchen table.

Directions: Revise the following sentences.

1. Far away from the house, as far as one could see, the small, dried huts of the natives were outlined against the sunset.

2. During the regular school year, all home baseball, basketball, and football games, are carried on channel twenty-five of your cable television service.

3. The most powerful nations of the world, whether they be of the free, communist or third world, are entitled to seats in the United Nations if they paid their dues.

4. Circling around the ten block area, the police squad, dressed in their royal blue and gold, sealed off the crime-ridden neighborhood.

5. Since John is in the book business, he has promised a l of h s children space-travel books.

6. Mr. Kelley, who is the principal, will make the announcements.

7. The basketball teams, which came from Western Kentucky, were not scheduled to play tonight.

8. Louis and Jim, who are natives of Ohio, joined the class today.

9. After you have received your high school diploma, you will be entering Yale University.

10. Because she had to be out of town, Mrs. Johnson, who was president of the school's band organization, hired a baby sitter.

11. John Best was born in 1920. Died in 1980 at the age of sixty.

12. Alice stood on the corner. Waiting for the bus.

13. Harry was anxious to find out the answer. Which was correct for the problem.

14. Dr. Bernard is a new surgeon in town. Studied at the University of Vermont.

15. Two boys were caught running down the hall. Even though you may not hear their names.

16. The students left the school at 3:30 p.m. No one stayed at school.

17. The clerk warned me to not handle the dish. She will send my parents a bill.

18. Sue's mother received the bill. She was surprised by the amount.

19. The fair was very expensive. All students did not go.

20. John asked me to get his algebra book. It was on the dining room table.

LABORATORY EXERCISE SEVEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

WRITING TOPICAL SENTENCES

Discussion: In developing the topical sentence, a variety of methods should be employed. These methods include the use of (1) facts; (2) examples; (3) incidents; (4) reasons; (5) comparisons; (6) contrasts; and (7) definitions. Further, the truly skilled writer will combine two or more of these methods in developing the topical sentence. Finally, all writers should learn to develop unified, coherent paragraphs around the topic.

In order to achieve unified, coherent paragraphs, all students need to understand the use of transitional devices to give continuity to the flow of ideas so that the sentences connect smoothly. The following list contains examples of transitional devices that can be used to connect sentences within the paragraph.

Connecting (Transitional Devices) For Paragraphs and Sentences*

Admittedly	In addition	On the other hand
And	In fact	Still
Assuredly	Indeed	The fact remains
But	It is true that	Therefore
Certainly	Moreover	Thus
Clearly, then	Nevertheless	To be sure
Consequently	No doubt	True
Even so	Nobody denies	Undoubtedly
Furthermore	Obviously	Unquestionably
Granted	Of course	Yet
		(and many more)

Example of connecting devices between sentences:

Girls are a nuisance.
They are wonderful. (without connectors)

True, girls are a nuisance.
Nevertheless, they are wonderful. (with connectors)

(Notice how smoothly the sentences blend.)

*Payne, Lucile Vaughan. The Lively Art of Writing, Chicago: Follett Educational Corporation, 1970.

Further, students need to write an effective concluding or clincher sentence. The topic sentence, developmental sentences, and clincher sentence give the paragraph a wholeness. All students need to understand that there are four types of paragraphs. These are: (1) description; (2) narration; (3) exposition; and (4) argumentation.

Descriptive writing is that kind which appeals to the senses, while narrative writing is that kind which relates an incident or a true personal experience. Furthermore, expository writing is that kind which explains a method or process. The purpose of expository writing is to enlighten or instruct. Finally, argumentative writing is that kind which tries to convince or persuade.

Illustration: The following examples have been devised to illustrate suitable topical sentences for each of the four types of paragraphs.

1. Winter in the country has a beauty all its own.
   (Descriptive Topical Sentence)

2. Getting into top physical condition is hard work.
   (Expository Topical Sentence)

3. My visit to the emergency room was quite an experience.
   (Narrative Topical Sentence)

4. Women should be drafted into the armed services.
   (Argumentative Topical Sentence)

Directions: Using the previous examples as models, write a topical sentence for: (1) a descriptive paragraph; (2) an expository paragraph; (3) a narrative paragraph; and (4) an argumentative paragraph.

1. Topical Sentence for a Descriptive Paragraph

_____

_____

_____

_____

2. Topical Sentence for an Expository Paragraph

_____

_____

_____

_____

3. Topical Sentence for a Narrative Paragraph

_____

_____

_____

_____

4. Topical Sentence for an Argumentative Paragraph

_____

_____

_____

_____

LABORATORY EXERCISE EIGHT

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

WRITING WELL ORGANIZED PARAGRAPHS

Directions: Write a paragraph developed around the topic sentence you wrote for the descriptive paragraph. Be sure that all the sentences in your paragraph relate to your topic sentence. Also, you need to use colorful, imaginative language to appeal to the reader's senses. Conclude your paragraph with a "Clincher Sentence," which is somewhat a re-statement of the topic sentence.

Directions: Write a paragraph developed around the topic sentence you wrote for the expository paragraph. Be sure that you give clear, step-by-step directions or explanations. As you develop your paragraph, stick to your subject as stated in the topical sentence. Conclude your paragraph with a "Clincher Sentence."

Directions: Write a paragraph developed around the topic sentence you wrote for the narrative paragraph. Your sentences should be built around the topical sentence and should relate to an incident or personal experience. Conclude your paragraph with a "Clincher Sentence."

Directions: Write a paragraph developed around the topic sentence you wrote for the argumentative paragraph. Be sure that your sentences do relate to the topical sentence. Also remember that your intent is to pursuade or convince the reader to accept your point of view about the subject. Conclude your paragraph with a "Clincher Sentence."

LABORATORY EXERCISE NINE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

DEVELOPING LONGER, MORE COMPREHENSIVE ESSAYS

Discussion: The essay is written on a broader topic than the paragraph. Therefore, the essay uses several paragraphs for developing that broader topic. Like the paragraph, the essay can also be of four types: (1) description; (2) narration; (3) exposition; and (4) argumentation.

The well organized essay will have an introductory paragraph with a stated thesis, developmental middle paragraphs, and a concluding paragraph with the thesis restated. All of the paragraphs of the essay should follow a format that includes: (1) a topic sentence; (2) developing sentences; and (3) concluding sentence.

Directions: The following example is a simplified sample of an essay with the thesis, topic sentences, and concluding or clincher sentences. Identify the thesis, the topical sentences of each paragraph, the clincher sentence of each paragraph, and the re-statement of the thesis.

The Good Life Is Free

People spend their lives struggling to make money to buy things that they think will make them happy. They discover, too late, the best things are free.

Good health is one of the greatest blessings of life and cannot be purchased over the counter as we would purchase a piece of jewelry or clothing. If one is blessed with good health, he can do all the things that he wants to because his healthy body enables him to do so. He can take part in those physical activities that he considers important and can do things for his friends and family. He can work and play with his family and friends and have fun participating in recreational activities. Good health is important to mental health as well. Certainly, we must admit that good health is important, and it is free to those who will follow certain rules of living.

Learning is another free blessing that everyone can experience. It's true that there might be some secondary expense to learning, such as the price of a book or the tuition fee charged by a college. However, the act of learning itself comes freely. One needs only to open a book and allow his mind to soak up the ideas and facts contained inside. Through learning, we can lead richer lives by understanding ourselves better and the world in which we live. We can be a part of humanity through our interaction with the past and the great men and women who were part of our past. Learning, then, is free for the taking.

Too, friendship is one of the riches we can have without having to pay for it, even though some people believe that friends can be bought. True friendship cannot be bought

but must be cultivated between people. It involves acts of kindness, support, and understanding. True friends are those who like you for what you are, not for what you have. Life would certainly be lonely and frustrating if one did not have friends. Yes, one should appreciate his friends and be happy that they are free.

Undoubtedly, the best things in life are free, and they're the things we take for granted, like good health, learning, and friendship. We need to take a long look at the things we strive for in order to be happy. Happiness can be found in the free blessings that we too often neglect and take for granted.

1. Identify the Thesis: _____

_____

_____

2. Identify Topical Sentence One: _____

_____

_____

3. Identify Clincher Sentence One: _____

_____

_____

4. Identify Topical Sentence Two: _____

_____

_____

5. Identify Clincher Sentence Two: _____

_____

_____

6. Identify Topical Sentence Three: _____

_____

_____

7. Identify Clincher Sentence Three: _____

_____

_____

8. Identify the Restatement of the Thesis: _____

_____

_____

LABORATORY EXERCISE TEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

WRITING THE ESSAY

Directions: In the space provided write a short essay. Be sure that your essay contains a stated thesis, developmental middle paragraphs, and a concluding paragraph with the thesis restated.

LABORATORY EXERCISE ELEVEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

GRADING THE ESSAY

Discussion: The following list of correction marks are typically used in this country to correct papers. You need to understand these markings in order to grade another student's paper or to interpret your teacher's comments.

Correction Marks

1. cap--capital letter needed or capital letter unnecessary;
2. sp--spelling error;
3. p--mistake in punctuation;
4. mar--faulty margin (uneven, too wide or too narrow);
5. ill--illegible handwriting (difficult to read, poor penmanship);
6. syl--syllabication (word incorrectly divided);
7. frag--fragment (not a complete sentence);
8. RS--run-on sentence (incorrect punctuation or no punctuation between clauses);
9. voc--vocabulary or wrong choice of word;
10. abb--incorrect abbreviation or abbreviation not permissible;
11. k--clumsy or awkward construction;
12. ?--not clear
13. typ--typing error;
14. #--space needed between words;
15. /--something left out;
16. agr--subject or verb do not agree in number of pronoun and antecedent do not agree in number or person);
17. t--wrong tense of verb;
18. u--faulty usage (nonstandard or slang);

19. ¶--new paragraph needed or no new paragraph needed;

20. head--heading or title incorrectly placed or incomplete;

21. pro--wrong case of pronoun;

22. parl--construction not parallel

23. cont--unnecessary use of contraction;

24. gr--grammatical error not covered by other symbols;

25. org--poor organization;

26. TS--faulty topic sentence or topic sentence needed;

27. dev--topic needs to be developed further;

28. th--thesis not good or needs rewriting, or thesis missing;

29. rep--repetitive (repeating yourself).

Directions: Using the previously identified marking system, mark a fellow student's essay.

LABORATORY EXERCISE TWELVE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

DEVELOPING WRITING SKILLS

Media Material: "Basic Writing Skills, Group 2," Chicago, Illinois: Society for Visual Education (Filmstrip)

Directions: Students need to view the set of six filmstrips entitled "Basic Writing Skills, Group 2." These six filmstrips deal with the following writing steps: (1) choosing the writing topic; (2) organizing the theme; (3) developing from paragraph to paragraph; (4) analyzing writing styles; (5) writing with expression; and (6) proofing the paper. Some thirty-six skill sheets are available for step-by-step practice in writing themes or essays. All students will need to complete those exercises which their teacher will designate.

LABORATORY EXERCISE THIRTEEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

CREATIVE WRITING: POETRY

Discussion: Students may wish to use their creative writing talents through a variety of composition activities. There are three major areas suggested in this section for student involvement in creative writing. These areas are poetry, short story, and drama.

Students may find the haiku form of verse interesting as a beginning experiment in writing poetry. Haiku is a form of verse that was begun in Japan. It is a short verse form with three nonrhyming lines. Usually the three lines have only seventeen syllables (five in the first line, seven in the second, and five in the third). The strength of the haiku is that it suggests some meaningful universal idea or theme in its few words.

Directions: Read the following collection of haiku and answer the questions about each one.

Haiku One

Fish lie lazily
In their still home waters
Basking in shadow

Reference: Mittlelstaedt, Mark, in Now Poetry, Charles L. Cutler, Editor, New York, New York: Xerox Corporation, 1971.

1. What is the dictionary meaning of the word basking in the third line?

_____

_____

_____

_____

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2. Explain the literal message or meaning of the poem.

3. In the poem's treatment of the habits of fish, what might be the deeper meaning of the poem as it relates to people's behavior?

Haiku Two

Goldfish in a bowl
Swimming day and night
Never arriving.

Reference: Ozanich, Ronald, in Now Poetry, Charles L. Cutler, Editor, New York, New York: Xerox Corporation, 1971.

4. Why do goldfish in a bowl "never arrive?"

5. Explain what the word "bowl" might suggest on the human level.

6. What human behavior does the second line "swimming day and night" describe?

7. How does the last line "never arriving" relate to the human experience?

Haiku Three

The cemetery
Wind hurls the spirits about
All dead, dry leaves.

Reference: Freewater, Milton, in Now Poetry, Charles L. Cutler, Editor, New York, New York: Xerox Corporation, 1971.

8. What season of the year might the poem suggest?

9. What are the two kinds of death suggested by the poem?

10. If the "dead, dry leaves" represent the spirits of the dead, what might the word hurls suggest about the spirits?

Directions: Students may wish to write a haiku of their own following the format mentioned early in this exercise. However, students need not be confined to the haiku form in their writing ventures. They may wish to consult a source which deals with the different kinds and forms of poetry.

Reference: Gretton, Francis and James Norton, Writing Incredibly Short Plays, Poems, Stories, Orlando, Florida: Harcourt, Brace, Jovanovich, 1972.

In the space provided each student should write one creative poem.

LABORATORY EXERCISE FOURTEEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

CREATIVE WRITING: THE SHORT STORY

Discussion: Students need to review the elements of the short story. These elements include: (1) the plot; (2) characters; (3) theme; (4) irony; (5) symbolism; (6) setting; and (7) the point of view. Other elements might include suspense, climax, and a surprise ending.

Directions: Students view the short story entitled "The Day the World Stopped Working" which was produced by the Hardin County Schools. Then, identify the appropriate elements of a short story present in the video tape.

1. The Plot: _____

_____

_____

_____

2. Cast of Characters: _____

_____

_____

_____

3. The Overall Theme: _____

_____

_____

_____

4. Irony Within the Story: _____

_____

_____

_____

5. Symbolism: _____

_____

_____

_____

6. Setting of Story: _____

_____

_____

_____

7. The Point of View: _____

_____

_____

_____

8. Suspense Elements: _____

_____

_____

_____

9. Elements of Climax: _____

_____

_____

_____

10. Surprise Ending: _____

_____

_____

_____

SECTION FIVE: PRACTICAL WRITING SKILLS WRITING LABORATORY EXERCISES

BY

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NOVEMBER 29, 1985

This section of the laboratory manual is devoted to the correspondence one needs in the practical world. In total, three types of correspondence will be investigated. These correspondence types are applications and forms, personnel letters, and business communications.

The first part of this section will be devoted to applications and forms. In everyday life there are many times when students will be faced with the problem of filling out applications or other forms. These can be anything from a printed job application form to a standard form for ordering merchandise.

The second part of this section will investigate the proper ways to complete personal correspondence. Due to the increasing popularity of the telephone and the ease of travel in today's society, the practice of personal letter writing has diminished to such an extent that many people have never developed the skills or have forgotten the skills involved. However, the personal letter, or note, has not become extinct, and letters are still a very important form of communication.

Whereas most people who initiate the communication prefer to use the telephone, the receiver of the communication often prefers a letter because it can be kept and reread, or referred to, at the reader's convenience; it can be shown to others; and it is a permanent record of the communication.

The final portion of this laboratory manual will explore the proper ways to complete business correspondence. There are many reasons for a student to study business letter writing. Everyone is sure to write business letters; they are the most common form of communication for managing business affairs. A person's failure or success will depend on whether these letters are ordinary or good. If they succeed in writing effective letters, their chances of success in the business world and in their personal life will increase. In order to write successfully, students must learn how to get their message across quickly and effectively. Writing good letters also saves time; one letter, if it is well-written, will usually get the job done.

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LABORATORY EXERCISES ONE, TWO, AND THREE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

THE FORMS OF BUSINESS

Discussion: Filling out the forms of business may appear to be a very simple task, but it does require certain skills. Problems often arise when forms are filled out illegibly or incompletely. These problems may be eliminated by keeping in mind the following points:

1. Read and follow all directions;
2. Write legibly (printing or typing is preferred;
3. Answer all questions or fill in all blanks that are applicable (on job applications if questions are not applicable, make note of that);
4. Give brief explanations if necessary.

Through these three exercises, you will be required to complete: (1) a social security card form; (2) a job application; and a merchandise order form. If you follow the points outlined previously, you should have very little trouble.

Directions: As your first task, you need to complete the social security card form. Be sure to follow the instructions at the bottom of the page.

Directions: As your second exercise, you are required to complete a job application blank. This application blank is for a secretarial position.

Directions: For your third exercise, you are required to write up a customer's order blank. The exercise is based on the following problem set:

> Mr. Brown bought four new tires at $53.99 per tire. If the federal excise tax is $1.43 per tire and the Kentucky sales tax is 5 percent, what was the total cost of the tires?

HARDIN COUNTY SCHOOLS

APPLICATION FOR A SECRETARIAL POSITION

NAME _____ DATE _____

ADDRESS _____ PHONE NUMBER _____

CITY _____ STATE _____ ZIP _____

AGE _____ BIRTH DATE _____ MARITAL STATUS _____

NO. OF CHILDREN _____ SOCIAL SECURITY NO. _____ _____ _____

SCHOOL OR POSITION

APPLIED FOR _____

_____

FOR OFFICE USE ONLY
Date Received _____
Acknowledgement Sent _____
Date Interviewed _____

EDUCATION AND TRAINING

HIGH SCHOOL ATTENDED _____ GRADUATE - YES___ NO ___

COLLEGES ATTENDED _____ HOURS COMPLETED ____

DEGREES EARNED AND DATES _____

MAJOR SUBJECT _____ HOURS _____

MINOR SUBJECT _____ HOURS _____

OVERALL SCHOLASTIC STANDING _____ TOP IN YOUR COLLEGE____

WORK EXPERIENCE

GIVE NATURE OF PREVIOUS EMPLOYMENT, NAME OF EMPLOYEERS AND DATES OF SERVICE.

_____

_____

_____

REFERENCES: NAME AND ADDRESSES

1. _____

2. _____

3. _____

OVER

ADDITIONAL INFORMATION WHICH YOU FEEL MIGHT HELP IN EVALUATING YOUR APPLICATION:

(List any special skills you have)

_____

_____

_____

_____

_____

_____

_____
SIGNATURE OF APPLICANT

RETURN TO:

Michael E. Speck, Personnel Director
Hardin County Schools
110 S. Main Street
Elizabethtown, Kentucky 42701

CUSTOMER'S ORDER BLANK

O.K. TIRE COMPANY
127 Main Street
Elizabethtown, Kentucky 42701
Phone: 765-6666

Name _____

Address _____

City _____ State _____ ZIP _____

Quantity	Item Description	Unit Cost	Total
Sub Total	X	X	
Federal Excise Tax	X	X	
Ky. Sales Tax	X	X	
Grand Total	X	X	

PERSONAL CORRESPONDENCE

The most difficult part of letter writing is beginning. Many people wonder how they will ever fill a blank sheet of paper, but one must keep in mind that the more one writes, the more fluent the writing becomes.

Several types of personal correspondence will be discussed in this section. They include the friendly letter, invitations, acceptance or regrets, thank you's, bread-and-butter notes, sympathy notes, and congratulations.

Friendly Letters. One should write as he/she speaks. A friendly letter should reflect the writer's personality and give the reader the feeling that the author is there. Few rules apply, but the following items should be remembered.

1. The writer should not ask too many questions in rapid succession, but should ask some questions.
2. The writer should be careful not to talk too much about himself/herself. Rather, the writer should include the reader.

Certain devices can help in injecting "friendliness" into letters.

1. Punctuation can add interest, variety, and zest to a letter. Exclamation points, dashes, and underlining can be used generously to give emphasis.
2. Expressions or phrases normally used by the writer should be used rather than more formal language.
3. The name of the reader should be inserted occasionally to give an added touch of familiarity.
4. Contractions should be used to make writing sound more natural.
5. One should write quickly. What one wants to say should be decided upon and one should not think too long about how to say it.

Parts of the Friendly Letter:

1. The Writer's Home Address and the Date

This is usually written in the upper right hand corner of the first page, but it can be placed in the lower left hand part of the page below the signature. The date always goes below the address.

2. Salutation

In more formal social letters the beginning "My dear Mrs. Smith" may be used, but when writing to close friends, the salutations "Dear Jean" or "My dearest Jean" are more appropriate. When in doubt as to how the reader would respond to familiarity, it is best to be safe and use the more formal salutation. The salutation is followed by a comma.

3. Closing

In a formal social note the best endings are "Sincerely," "Sincerely yours," "Very sincerely," or "Very sincerely yours." In friendly notes "Affectionately" or "Love" are the most frequently used closings, but "As always" is useful when writing to someone whom one has not seen for some time.

4. Signature

A signature may include ones full name or just the first name, depending on the formality of the correspondence.

5. Envelope

The address on the envelope must be complete and written as precisely and legibly as possible. If one's writing is poor, printing should be used.

Modern Friendly Letter

Heading

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 8, 1984

Dear Betty, Salutation

BODY OF LETTER

Since I last wrote you, I was elected cheerleader at West Hardin High School. I can hardly wait until our first basketball game.

In your last letter, you indicated you plan to enter Western Kentucky University next fall. Have you made up your mind about a major?

By the way, Susan will also be going to Western next fall. Maybe you could be roommates?

In your last letter, you said you had a new recipe for hamburger pizza. I would love to hear how your new recipe comes out. Also, I would like a copy of the recipe.

Write when you can!

Closing Love,

Signature Joan

Joan Hill
Route 5, Box 10
Elizabethtown, Kentucky 42701

Miss Betty Staples
404 West Elm Street
Frankfort, Kentucky 40601

Model Envelope

Not all of these parts are necessary in all of the social notes, but most of them are used in most personal correspondence.

Types of Personal Correspondence:

1. Invitations

Informal invitations should be handwritten. Guests should be informed, in a concise manner, about the kind of party or event that they are being invited to, and the place, date, and time of the event. Informal invitations must be handwritten.

2. Acceptance or Regrets

In replying to an invitation, one uses the same degree of formality as was used in the invitation. A reply, whether an acceptance or regret, should be sent promptly. In the case of regrets, a valid excuse should be given. These notes should be handwritten.

3. Bread-and-Butter Notes

A bread-and-butter note is absolutely necessary when one has stayed overnight or longer in someone's home. They are a nice touch when one has enjoyed a meal or an event as the guest of a friend or relative.

4. Thank-You Letters

Thank-you letters should sound sincere and enthusiastic. They should always be handwritten, and expressions natural to the writer should be used.

5. Congratulation Notes

Letters of congratulation, like thank-you's, should be enthusiastic and sincere. They should always be handwritten.

6. Sympathy Notes

Letters of condolence should be written immediately, and they must be sincere. One should say what he truly feels and nothing else. Details of the illness or manner of death should not be dwelt on. Quotes from the scriptures or from poets should be kept brief, if used at all. The writer should strive to express a thought of sympathy and a genuine appreciation for the one who has passed away. Sympathy notes should always be handwritten.

Model Informal Invitation

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 16, 1984

Dear Betty,

Mom and Dad are planning a Christmas open house for Sunday, December 9th. They want all my friends to be invited to the open house, too. I thought you would like to come back for a visit at this time. All your old school friends sure miss you.

If you can be here for the open house, try to come about 1:00 p.m. This will allow us a couple of hours to visit before the open house.

I sure hope you can be with us on December 9th.

Love,

Joan

Model Informal Reply

404 West Elm Street
Frankfort, Kentucky 40601
November 22, 1984

Dear Joan:

It was good to hear from you concerning your parents' Christmas open house. I am thrilled with the idea of coming back and visiting with you and other close friends.

You can expect me about 2:00 p.m. on December 9th. It will be impossible for me to get to your house before this time, since I will need to attend church before leaving home.

Sincerely yours,

Betty

A Note of Acceptance

404 West Elm Stree
Frankfort, Kentuck 40601
November 22, 1984

Dear Joan,

Gee I'm glad you asked me to your Christmas open house. It will be good to see all my friends from West Hardin. I'll see you at 2:00 p.m. on Sunday, December 9th.

I can't hardly wait to see all the old gang. I'll be counting the days until I see you.

Love,

Betty

A Note of Refusal

404 West Elm Street
Frankfort, Kentucky 40601
November 22, 1984

Dear Joan,

Gee I wish I could attend the Christmas open house. It would have been good to see the old gang. However, Uncle Harry and his wife will be visiting us on December 9th.

I really hate not being able to attend the open house. The open house sounds like such a neat idea. Hopefully, I can come see you during the early part of the new year.

Love,

Betty

A Model Thank-You Note

Route 5, Box 10
Elizabethtown, Kentucky 42701
June 5, 1985

Dear Aunt Sarah:

Your graduation gift of a Webster Dictionary is most appreciated. As you know, I will be entering the University of Kentucky in the fall and will be using the dictionary in my college work.

Before I leave for college, I hope that you and Uncle Harry will come visit us. It is always good to have both of you in our home.

Thank you again for this useful and practical gift.

Sincerely,

Joan

Model "Bread-and-Butter" Note

404 West Elm Street
Frankfort, Kentucky 40601
December 20, 1984

Dear Mrs. Hill,

I would like to express my sincere appreciation for my recent visit in your home. Your hospitality was unlimited, and your food was excellent. I will always remember these three wonderful days in your home.

Please extend my appreciation to your husband for his many kindnesses. His advanced planning with the ice-skating parties was most appreciated by all participants.

Sincerely,

Betty Staples

A "Bread-and-Butter" Note

404 West Elm Street
Frankfort, Kentucky 40601
December 20, 1984

Dear Joan:

I wish to thank you for the wonderful visit I had in your home. The three days that I spent in your home were delightful. I will especially remember those wonderful ice-skating parties on the lake and the midnight pizza parties.

Please tell your mom how much I appreciated the visit. Her home cooking really hit the spot.

Sincerely,

Betty

Letter of Congratulations

Route 5, Box 10
Elizabethtown, Kentucky 42701
June 19, 1984

Dear Tom,

I am so glad to hear of your recent appointment as manager of the Apex Manufacturing Company. Your many years of hard work at the company have well prepared you for this challenging position. Congratulations on your new assignment.

Sincerely,

John Hill

Sympathy Note

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 19, 1981

My Dear Mrs. Johnson:

Words cannot express the sorrow my family holds for you in the passing of a loved one. If I or my family can be of assistance, please call upon us.

With deepest sympathy,

Mary Hill

LABORATORY EXERCISE FOUR

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

THE FRIENDLY LETTER

Directions: In the spaces provided write an example of a friendly letter. Be sure to include all the parts of this type of correspondence.

LABORATORY EXERCISE FIVE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

INFORMAL INVITATION

Directions: On this page develop an informal invitation. Be sure that the invitation is an original letter.

LABORATORY EXERCISE SIX

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

ACCEPTANCE OR REJECTION OF THE INFORMAL INVITATION

Directions: Using your informal invitation as a reference, write an acceptance or rejection to the letter. Be sure to answer the invitation in the name of the receiver.

LABORATORY EXERCISE SEVEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

BREAD-AND-BUTTER NOTE

Directions: In the space provided write a bread-and-butter note. This correspondence can be either to the adult host or the student host.

LABORATORY EXERCISE EIGHT

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

A THANK-YOU NOTE

Directions: Your grandparents have just given you a portable television set. Write a thank you note for this gift.

BUSINESS LETTERS

Six Parts of the Business Letter. There are also six required parts for all business letters.

1. Heading - The heading includes the sender's complete mailing address and the complete date. (The address is not necessary when using letterhead stationery.) This appears at the top of the page even with the right or left-hand margin, depending on which indention style is used.

2. Inside Address - The inside address includes the title, name, and address of the person who is to receive the letter. It usually begins four spaces below the date and is even with the left-hand margin.

3. Salutation - The salutation is also even with the left-hand margin and is usually placed two spaces below the inside address. It is followed by a colon. The wording of the salutation must match the first line of the inside address.

4. Body - The body of the letter begins two spaces below the salutation. In most business letters the body is single-spaced with double spacing between paragraphs. In short letters double spacing is acceptable. Paragraphs should be kept short, and points could be itemized when helpful. Business people are busy people so business letters should be clear, concise, and to the point. Wordy phrases, old-fashioned phrases, and cliches should be avoided when simple words would be just as effective. Even though

brevity and clarity are important, the basic requirements of good manners should still be followed. In the body of the letter, one should do three things. First, he should begin the letter with the reason why he is writing. Next, he should give facts and information to support his reasons for writing. Lastly, he should end his letter by telling the reader what action he wants the reader to take.

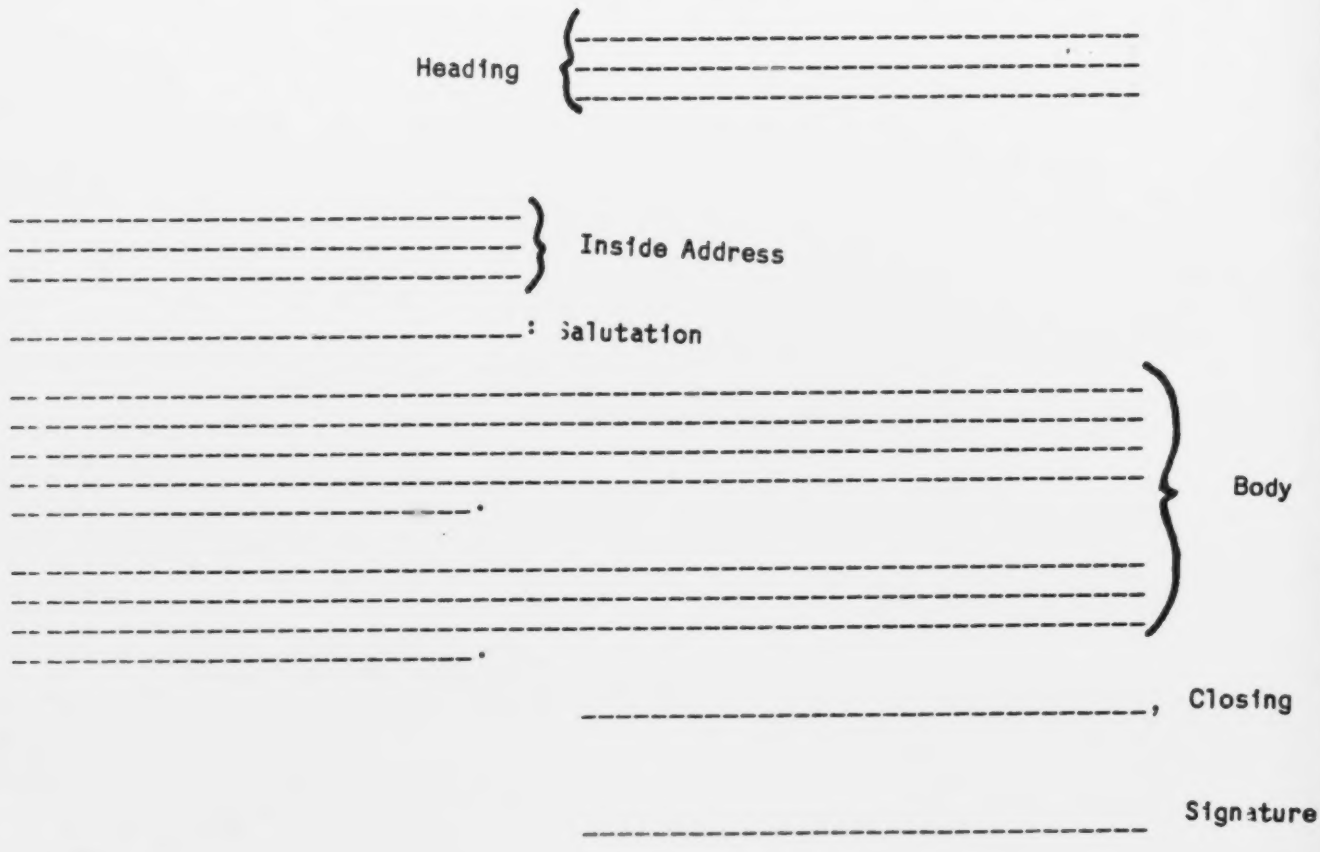
5. Closing - The closing begins two spaces below the last line of the body of the letter. It usually begins at a point just to the right of the center of the page. If full block style is used, it begins even with the left-hand margin. Only the first word of the closing is capitalized, and it is followed by a comma. The phrase Yours truly and all of its variations are always acceptable closings for business letters.

6. Signature - The signature actually consists of two parts, the typed name and the written signature. The typed name should appear four spaces below the closing, even with the closing. It is not preceded by a title unless a woman wishes to identify herself as Miss or Mrs. If this is done, she would place the Miss or Mrs. in parentheses before her name. The typed name may be followed by an official title, either on the same line or on the next line. The written signature appears between the closing and the typed name.

1. Block Style - In this style every line except those in the heading, closing, and signature begins at the left-hand margin. The heading is even with the right-hand margin, and the closing and signature begin a little to the right of the center of the page. There are no indentions for paragraphs.

Diagram One

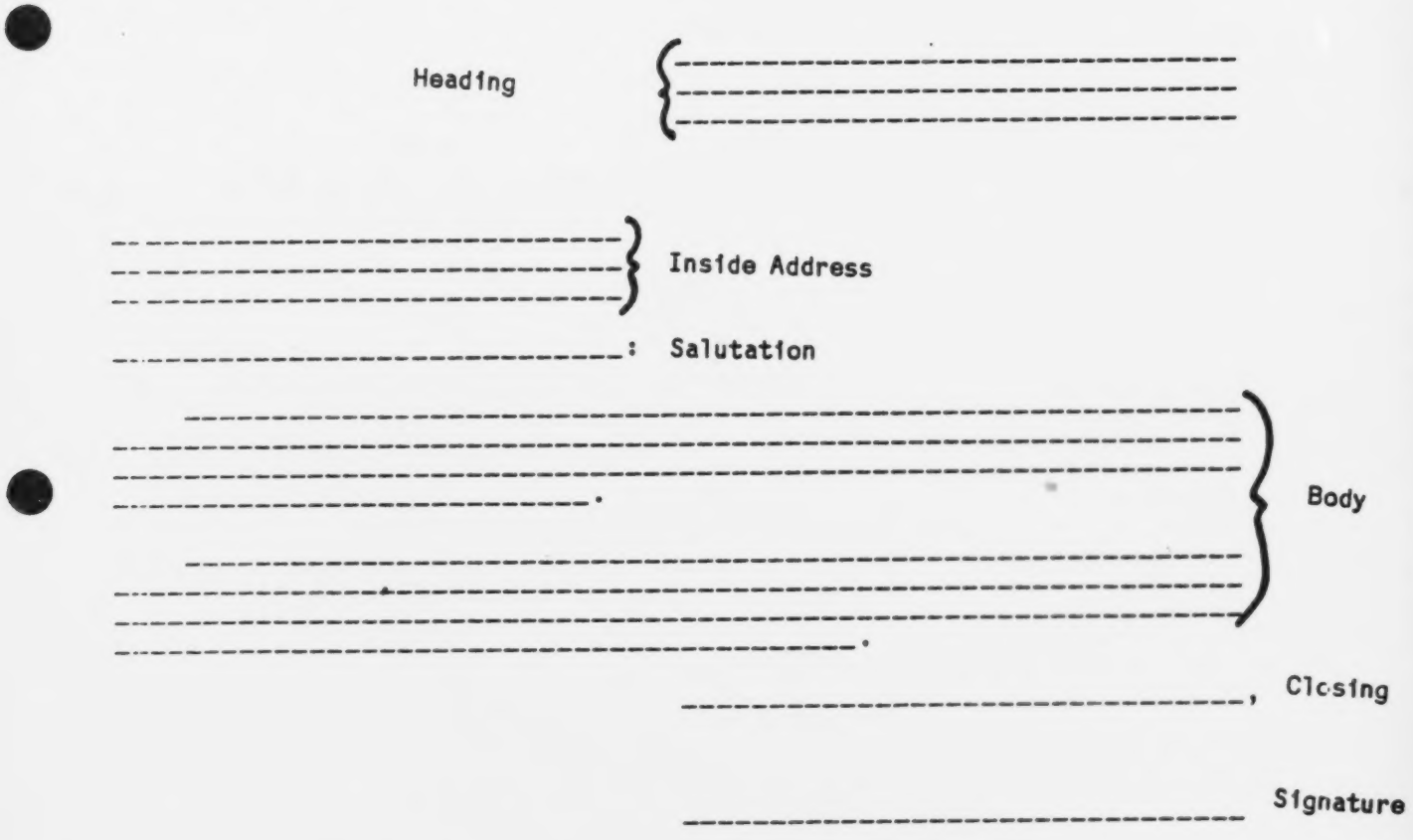
Block Form



2. Semiblock Style - This style is just like the block style except there are indentions for paragraphs.

Diagram Two

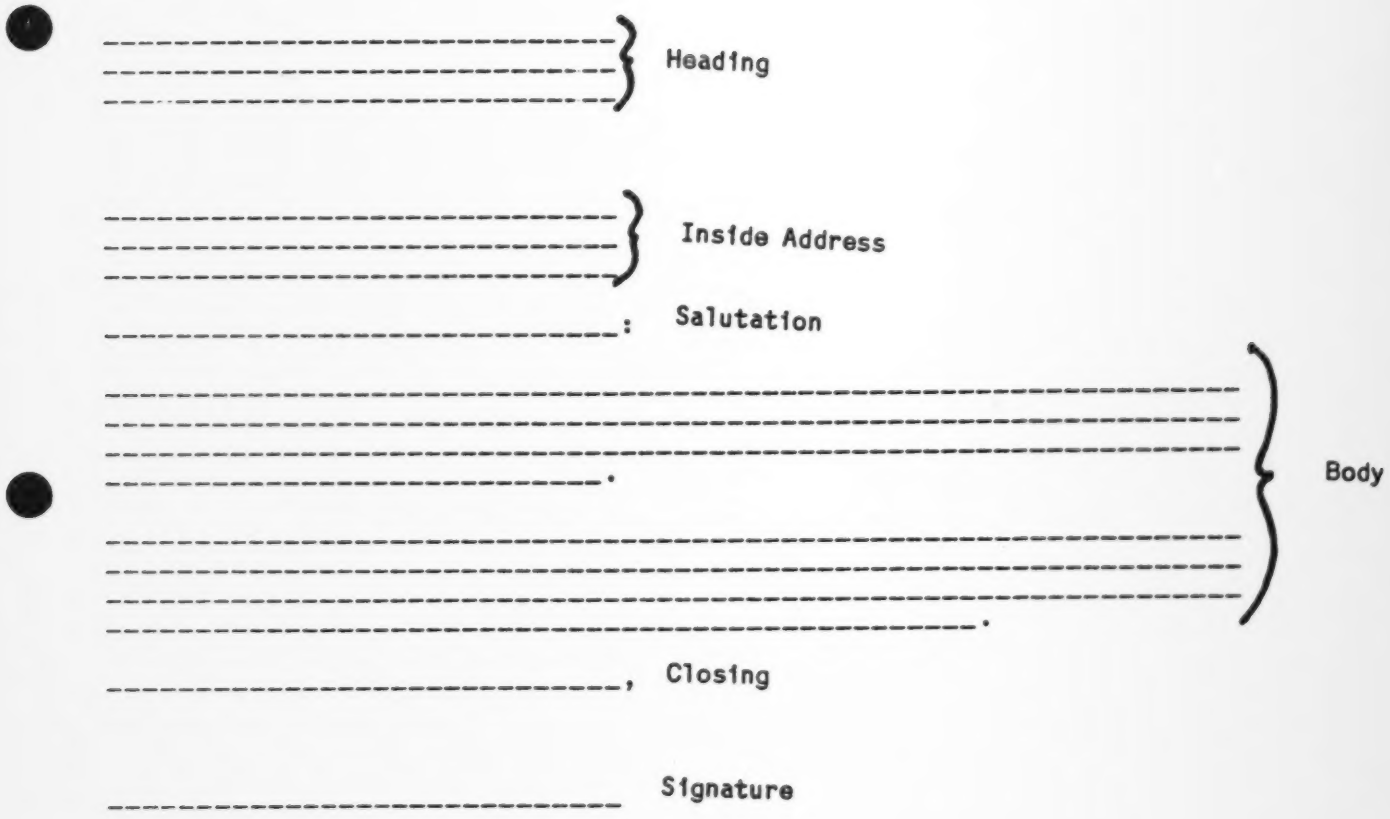
Semiblock Form



3. Full Block Style - In the full block style every line begins at the left-hand margin.

Diagram Three

Full Block Style



The full block style is the most effective in regard to time-saving because it eliminates all indentions. The semiblock style, however, is the most commonly used.

Types of Business Letters. The special types of business letters include the following:

1. The Letter of Inquiry or Request - Almost all people will occasionally find a need to write a letter requesting information. Most firms and businesses welcome this type of letter. In this type of letter, one needs to make clear what specific information he desires. Therefore, he needs to begin by directly asking for the information in such a way that he cannot be misunderstood. All letters of this type should be clear and should be short. A stamped, self-addressed envelope should be enclosed so that the information one requested could be sent to him. If some special effort was made by the recipient in sending the information, a letter of appreciation should be sent afterward.

2. The Letter of Adjustment or Complaint - Because errors are bound to occur in business transactions, letters of adjustment or complaint are not uncommon. When a just claim exists, customers should have little difficulty in getting an adjustment if their letters are effective. This type of letter needs to include 1) a description of exactly what is wrong, and 2) what one wishes the company to do about the problem. One should go back as far into the history of the problem as necessary in order to explain the error. The main thing to remember in writing this type of letter is to be courteous; the error is usually not a deliberate one on the part of the company or business.

3. The Letter of Application - This type of business letter requires the most attention because it is sent to a prospective employer. Errors in the letter of application may indicate to the prospective employer that an applicant may not have the skills needed for an available position. These letters should be flawless in form, grammar, spelling, neatness, etc. In writing the letter of application, one should first mention how he became aware of the position for which he is applying. Next, he should give personal information that is relevant to the position. He should also list educational training that may be of use or that may interest his prospective employer. Following that, he should give any experiences that he has had, and he should give any experience that he has had, and he should give the names and addresses of approximately three people who could give information about his character and his ability. The letter should conclude with a direct request for an interview at the employer's convenience.

4. The Order Letter - Printed and standard order forms have almost made this type of letter almost obsolete; however, there may be occasions when a person would need to order merchandise and no printed form would be available. In writing an order letter, one should be sure to list the items he wishes, one below the

other, with complete information about each one. This information includes catalogue number, style, color, size, price, shipping weight, etc. The prices should be placed even with the right margin, each one directly under the one above. The cost of shipping, if known, should be added. And the tax, if applicable, should be added. The method of payment should be made clear.

When writing any of these types of business letters, there are several general ideas to remember. These include the following:

1. Be neat, interesting, and easy to read.
2. Keep style inconspicuous - don't call more attention to style than to content.
3. Be clear, specific, and concise.
4. Be courteous.
5. Use accurate wording, correct grammar, punctuation, and spelling.

Letter of Request

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 8, 1984

Director of Admissions
Elizabethtown Community College
110 College Road
Elizabethtown, Kentucky 42701

Dear Sir:

I am requesting a college catalog and an application form for admission to the Elizabethtown Community College. At the present time, I plan to enter your college in the fall of 1985. Currently, I am a senior at West Hardin High School.

Yours truly,

Joan Hill

Model Letter of Application

227 South Main Street
Elizabethtown, Kentucky 42701
November 22, 1984

Mr. William E. Johnson, Manager
The Discount Barn
327 South Dixie Avenue
Radcliff, Kentucky 40160

Dear Mr. Johnson:

Through this letter, I am making application for your opening as a stock clerk. Currently, I am enrolled in a high school class pertaining to career development. As part of the course work, students have an opportunity to practice the skills required of a stock clerk.

I have done very well in this class and enjoy the work of a stock clerk. Therefore, I would like to apply for your current opening.

I can come for an interview after school on any week day. Would you please schedule me for an interview at your convenience? You can contact me after 4:00 p.m. at 737-6654.

Yours truly,

John Smith

Model Order Letter

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 9, 1984

Seven Seas Discount Store
1401 East Main Street
Frankfort, Kentucky 40601

Order Department Manager:

I wish to place an order for the following items as displayed in your recent catalog.

1	Super Picture Video Tape Recorder - Model #246	396.98
6	VHS Video Cassettes #T-120	41.88
	Total	438.86
	Kentucky Sales Tax	21.94
	Grand Total	460.80

I am enclosing a bank check to cover the cost of these items.

Yours truly,

John Hill

Model Letter of Adjustment or Complaint

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 20, 1984

Seven Seas Discount Store
1401 East Main Street
Frankfort, Kentucky 40601

Order Department Manager:

On Monday, November 20th, I received my order containing both the video tape recorder and the six video cassettes. When I opened the packages, I found that you had sent me BETA video cassettes rather than VHS video cassettes. Therefore, I am returning the BETA video cassettes. Please forward by returned parcel post the six VHS video cassettes.

Yours truly,

John Hill

LABORATORY EXERCISES NINE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

LETTER OF INQUIRY OR REQUEST

Directions: In the space provided, write an original letter of inquiry or request. You may want to use this opportunity to obtain future college information.

LABORATORY EXERCISE TEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

LETTER OF ADJUSTMENT OR COMPLAINT

Directions: Develop an original letter of adjustment or complaint. Be sure to follow the guidelines in this section of the laboratory.

LABORATORY EXERCISE ELEVEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

THE LETTER OF APPLICATION

Directions: Write an original letter of application. Confine your letter to the space following these directions.

LABORATORY EXERCISE TWELVE

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

THE ORDER LETTER

Directions: You have lost your order forms. Therefore, write an original order letter.

RESUME

A resume is a summary of one's personal qualifications, education, and experience. Resumes are sometimes used by themselves in applying for jobs, or they may be sent along with a cover letter or a letter of application. The primary purpose of a resume is to sell oneself to a prospective employer. There are several advantages to the resume. These include the following:

1. The resume is easier to read than a letter.
2. The resume gives information about personal qualifications, education, and experience. These do not need to be repeated then in the letter of application; therefore, the letter can be more concise.
3. Several copies can be made at one time and can be sent to several prospective employers.
4. The resume may be easily updated.
5. Resumes may be kept on file by employers for referral when future positions become available.

Areas of Resume Information. Resumes may take many varied forms; however, there are certain areas of information that should be included in all of them.

1. Identifying information - This information includes name, address, and phone number.
2. Personal data - This usually includes such items as date of birth, marital status, social security number, and data concerning health. Questionable personal statistics need not be included. When the nature of a job makes a statistic a vital concern, then the data should definitely be included.

3. Education - This information should be listed chronologically, beginning with high school. Emphasis should be given to parts that are relevant to the job one is seeking. Extra-curricular activities may also be mentioned in this section if they are relevant.
4. Experience - This information is given in reverse chronological order to stress the most recent experience. Names and places of employment should be given along with beginning and ending dates, job titles, duties performed, and names of immediate supervisors. If one's actual job experience has been limited, any experience that one feels has taught him something relevant should be mentioned.
5. References - The reference section usually consists of the names and complete mailing addresses of three people who are able and willing to answer questions concerning one's character and ability. These people should know the applicant well and should have given their permission to be used as a reference. Relatives should not be used as references.

In writing the resume, it is important to remember that one is trying to create a favorable impression about himself. Any positive information about oneself should be emphasized, therefore, while shortcomings should be placed in less prominent positions. As with the letter of application, one should remember that an employer's first impression of him often comes from the letter or resume; therefore, he should be neat, concise, and grammatically correct.

RESUME EXAMPLE

NAME: Ms. Ruth Jones
ADDRESS: 218 Elm Street
Elizabethtown, Kentucky

ZIP CODE: 42701
PHONE: 502-737-2016

POSITION DESIRED: Salesperson

WORK EXPERIENCE:

1971 - Present

Salesperson
Kitchen Appliances
Jones Appliance Company
2010 Dixie Avenue
Elizabethtown, Kentucky 42701

Responsible for the selling of kitchen appliances.
* Prepared all invoices for processing.
* Checked credit ratings of customers.
* Ordered new appliances from warehouse.
* Provided demonstrations of appliances.

1969 - 1971

Salesperson
Elizabethtown Furniture
216 North Mulberry Street
Elizabethtown, Kentucky 42701

Assisted the manager of the carpet department.
* Prepared carpet sample books.
* Served customers in making carpet choices.

1968 - 1969

Salesperson
Hardin Ice Cream Company
614 West Second Street
Elizabethtown, Kentucky 42701

Provided soda fountain service.
* Prepared various ice cream dishes.
* Operated the cash register.

EDUCATION:

High School diploma, 1968
West Hardin High School
Stephensburg, Kentucky 42781

REFERENCES:

1. Mr. Robert Jones, Manager
   Jones Appliance Company
   2010 Dixie Avenue
   Elizabethtown, Kentucky 42701

2. Mr. John Sparks, Manager
   Elizabethtown Furniture
   216 Mulberry Street
   Elizabethtown, Kentucky 42701

3. Ms. Daisy Bell, Manager
   Hardin Ice Cream Company
   614 West Second Street
   Elizabethtown, Kentucky 42701

4. Mr. John Date, Manager
   Second Federal Loan Bank
   114 South Young Street
   Elizabethtown, Kentucky 42701

5. Rev. John Smith
   First Baptist Church
   120 South Spring Drive
   Elizabethtown, Kentucky 42701

LABORATORY EXERCISE THIRTEEN

NAME _____ DATE _____

INSTRUCTOR _____ GRADE _____

Directions: In the space provided, write your personal resume. Be sure to follow the form developed in this laboratory manual.

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